

**principles and  
techniques of  
supervision in**

*Physical  
Education*

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# *Physical Education*

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This book has been prepared on the premise that modern supervision in physical education is based on the application of fundamental democratic principles. With this idea in mind an attempt has been made to give a comprehensive treatment of the many aspects of physical education in terms of improvement of the teacher pupil learning situation.

Material for the book is the product of a combination of sources. The authors have drawn upon their own supervisory experiences in physical education at all grade levels from the elementary school through the university. An extensive two-year study of the functions of personnel in charge of school physical education programs provided much valuable data. In addition numerous other surveys bearing on various problems of supervision in physical education were conducted. As a result the recommendations set forth in this text have been based on their successful application in practical situations by the authors or other past and present supervisors of physical education.

The book should serve four distinct purposes: (1) as a textbook for undergraduate and graduate courses having implication for supervisory aspects of physical education; (2) as a reference for supervisors in service; (3) as a reference for school administrators who wish to improve existing physical education programs; and (4) as a reference for teachers who wish to obtain a better understanding of their responsibilities in supervisory programs.

The authors wish to express their sincere appreciation to the many individuals who made this final volume possible. Included here are the numerous persons who participated in surveys conducted by the authors as well as classroom teachers and physical education teachers with whom the authors have worked in a cooperative kind of supervision in the improvement of the learning situation.

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*Physical  
Education*

## THE NATURE OF SUPERVISION IN PHYSICAL EDUCATION

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In that supervision in the past was associated, to a large extent, with mere inspection, it seems that the trend in recent years is in the direction of a redefinition of old terms and the invention of new terms which will supplant or at least modify many of the old concepts. One of the main purposes in the redefining and development of terminology has been to bring into sharper focus a clearer understanding of the aims of supervision in modern education. In the transition of supervision from a purely teacher centered function to a function primarily devoted to learning and to the development of the pupil, it is easy to understand the reason and the need for clearer terminology to keep pace with changing concepts. The confusion in terminology may be noted upon examination of some of the definitions of supervision which have appeared in the literature through the years.

**Early Definitions of Supervision**—Coffman\* has reported that the term "supervision" first appeared in the early seventies of the last century, and that the early attempts to define it were of the facetious variety. He mentions the following samples in this connection:

'The supervisor, in relation to the scholarship of his schools, is as a traveller going into a great and far country to earn wages and to bring back treasures from its vast stores of

wealth. In relation to children and youth, the supervisor is as a pioneer going into a great wilderness of primeval forests, to make there a home of civilization. In relation to his schools, the supervisor is as a seagoing captain of the medieval time upon a chartless sea."

"... supervision is taking a broad view, the general view, and seeing the back and middle grounds as well as the foreground with its details... it is the vision in the old and beautiful sense of seeing things invisible."

In the light of modern purposes of supervision most everyone will concur with Coffman that the above sample definitions "are fairly typical of a multitude of meaningless platitudes" that passed as definitions of supervision.

**Later Definitions of Supervision.**—Subsequent efforts to define supervision centered upon the idea that the purpose of supervision should be the improvement of instruction. In agreement with the new idea of the purpose of supervision, changes in definitions began to appear over thirty years ago.

In 1922 Burton stated that supervision was related to "The improvement of the teaching act and the improvement of teachers in service."

Numerous definitions have evolved through the years and they have been directed toward a concept of supervision that has as its main purpose the development of the pupil. Current definitions of supervision which attempt to follow this pattern can develop into a complex situation in that they may encompass the entire field of education. Melchior<sup>8</sup> is one of the most recent authorities to enlarge upon this idea. He states:

"To give a brief but satisfactory definition of education is less difficult than to give a similar definition of supervision. In its broadest sense, it is the same as that of education, but to state specifically in a sentence what supervision is has proved dangerous. To the inexperienced the various definitions in print seem confusing. If the author were to state one that he might consider adequate, it would tend to prevent the reader from maintaining an open mind regarding the inclusiveness of the term or the flexibility of supervisory functions"

In other words, it is difficult to dispel confusion through the definition of terms. In the final analysis the meaning that an individual

attaches to the term "supervision" is likely to be predicated upon his concept of the subject. It is the opinion of many educators that there is a multiplicity of prevailing concepts of supervision in the field of physical education. Some of these concepts are in agreement with current advanced thinking and research in the field, while others, undoubtedly, are of an antiquated variety and not compatible with the objectives of physical education. One of the main purposes of this book is to clarify the concepts existing in the latter category.

**The Search for New Terms.**—Some of the appellations associated with persons responsible for supervisory aspects of physical education reflect, to a large extent, attempts to develop new terms. Such names as "coordinator," "consultant," "adviser," and "helping teacher," which have appeared in recent years, have no doubt been introduced to help displace the older concept of supervision. One of the reasons for the introduction of these new terms may be founded primarily on a psychological basis, the idea being that the terms "supervisor" and "supervision" are too strong in their purely literal implications. Regardless of this fact the fundamental consideration to keep in mind is that the process is one of function irrespective of the connotation given it. Descriptive of this situation are the adages "what's in a name" and "beauty is only skin deep." Everyone connected with the school program—teachers, administrators, and laymen alike—must concern themselves with the ultimate goal, that is, the learning and development of youth. If sincere efforts are dedicated to the accomplishment of this goal then whatever we choose to call the process by which it is attained will be of little consequence.

**Administration and Supervision.**—As pointed out at the beginning of this chapter an insight into the relationships between certain terms is highly significant. In this connection, it is necessary to determine the relationship between the terms "administration" and "supervision." Basically, as far as physical education is concerned, the ultimate goal is the same for both administration and supervision. Hence, attempts to divorce one from the other are ineffectual, for in numerous instances there is considerable overlapping. Because of this overlapping any attempt to develop a clear distinction between the two might appear rather aimless. Nevertheless, the point of view should be taken that administration is a slightly broader term than supervision. Furthermore, administration may be considered as more authoritative, a situation perhaps which should not prevail in supervision if the most effective



results are to be attained. While the ultimate objectives of the two are the same, supervision will be more directly related to the teacher-pupil learning situation. As such, supervision will be interwoven with administration, sometimes taking up where the latter leaves off, thereby using its own unique functions in reaching the ultimate goals of education.

**The Development of Supervision in Physical Education.—**During the latter part of the last century certain of the "special" subjects were introduced into the school curriculum. Inasmuch as school officials at that time were not adequately prepared to render the special services required of these new additions to the curriculum, there arose a need for supervision in the various special-subject areas. In that physical education from its very inception as a part of the school program has been considered a special subject, the supervision of physical education finds its roots in this particular period of our educational history.

Kansas City was one of the first city school systems to employ a person to train personnel in-service when it procured the services of Carl Betz as Director of Physical Training in 1885. Betz set up a system whereby he instructed the school principals on Saturdays and they, in turn, trained their teachers on the following Mondays. Consequently, the beginning of supervision of physical education had as its function the actual training of teachers on the job. The plan was accepted almost immediately, and in less than a decade numerous other cities followed the example of Kansas City by employing a specialist as Director of Physical Training.

**Changing Concepts of Supervision in Physical Education.—**As mentioned previously supervision of physical education was started by the employment of specialists to train the regular teachers to teach physical education. Hence, the original concept of supervision was that its function was one of giving training to the regular teacher. This original concept eventually developed into a type of supervision which was based primarily on inspection. As a result, a feeling of antipathy grew up between teachers and supervisors. Consequently, the problem of human relations became a vital issue and this gave rise to the invention of the new terms mentioned earlier in this chapter.

If supervision of physical education is to be effective in the public schools today it must be viewed as a cooperative enterprise in which teachers and supervisors work together. In the light of past experiences in the field, this appears to be the only concept which will obtain desired results.

### **The Present Scope of Supervision in Physical Education —**

Supervision in the field of physical education encompasses a greater area and presents more different types of problems than most other phases of the school curriculum. Numerous factors closely related to the actual activity program contribute materially to this situation. Such factors as facilities, equipment, and supplies, along with the diverse and manifold types of previous pupil experiences in physical activities make for a complexity of problems with regard to the supervisory aspects of the program. This implies that those responsible for the supervision of physical education are confronted with a multitude of tasks related to but not actually a part of the instructional phases of the program. In addition, such functions as those which pertain to curriculum construction, special services and activities, community responsibilities, professional growth, along with numerous others involve an almost infinite scope with regard to present day supervision in physical education.

**Current Needs for Supervision in Physical Education.**—In the field of physical education there are numerous factors in addition to teacher personnel which exert a decided influence upon the physical education curriculum. Some of these include facilities, grade placement of activities, time allotment, class size and climatic conditions. If satisfactory benefits are to be derived from public school physical education programs it is of paramount importance that these factors receive very careful consideration. Existing conditions in many of the public schools of America make it obligatory to adhere wholeheartedly to this consideration.

Another condition that clearly indicates the need for improved supervision is the increased enrollment in the public schools which is currently at its highest peak in history. Numerous problems have developed with increased enrollment. The problem of acute shortage of competent teachers is perennially with us. Coupled with this fact is the estimate that one out of every eight children in the public schools is deprived of adequate education because of insufficient facilities.

The influx of great numbers of pupils with varying backgrounds of experience places a rigorous strain on the dexterity and ingenuity of teachers at all grade levels. The task of providing adequate physical education programs for all children in the schools should not be the burden of teachers alone. Wise leadership must be provided on a cooperative basis in order to improve the teacher-pupil learning situation in physical education. Supervision if based on the concept

presented here, is an indispensable necessity if physical education is to contribute materially to the optimum growth and development of youth.

**Philosophy and Principles of Supervision in Physical Education.**—If supervision is viewed as a specific phase of the total educational plan, then attempts to state a philosophy of supervision necessitates a reconsideration of the broader field of the philosophy of education. Consequently, a philosophy of supervision should be based on and compatible with general educational philosophy which is concerned with the knowledge and application of sound educational principles. Inasmuch as physical education is an integral part of the entire educational procedure, the basic principles of supervision in physical education will be mutually dependent upon the principles of education as a guide. The following list of principles should be considered fundamental to the formulation of a supervisory program in physical education:

**SUPERVISION AS A PUPIL-CENTERED FUNCTION.**—Because the development of the pupil is the paramount factor in modern education, all efforts in the supervision program should be directed to this end. In this connection it is highly desirable that physical education personnel be placed in the program on the basis of individual ability. In this way all concerned will be in a strategic position to make an optimum contribution to the pupil. Consequently, it is imperative that supervisors have a complete understanding of the training, experience, and special aptitudes of all the members of the department.

**SUPERVISION IS AS EFFECTIVE AS ITS BASIC ORGANIZATION**—This implies that certain parts of the program will be dependent upon each other, but that the entire program must function as a whole. Each person concerned with the physical education program must be made aware of his particular function and place as a component part in the total organization. This necessitates a full understanding of all personnel with regard to the interrelation of the various phases of the program.

**SUPERVISION SHOULD BE PLANNED ON THE BASIS OF VALID OBJECTIVES OF PHYSICAL EDUCATION.**—One of the most important problems of supervisors of physical education today is concerned with assisting teachers in the attainment of objectives. This is particularly true at the elementary school level where most teachers have a limited background of training in physical education. Since the objectives of physical education are concerned with the optimum growth and development of the pupil, wise planning in supervision must be directed toward this end.

**SUPERVISION MUST GIVE UTMOST CONSIDERATION TO HUMAN RELATIONS**—While supervision can use all branches of education, it is predominantly a matter of human relationships. The contact between teacher and supervisor should be one in which mutual ideas are exchanged for the ultimate improvement of the program. Hence the arrival of the supervisor should not be an occasion when the teacher senses a feeling of inferiority. It should be something to be looked forward to in anticipation of giving better service to pupils. This condition will prevail only if supervisors of physical education possess desirable personal qualities conducive to good human relationships. Furthermore the supervisor should have the utmost respect for the various types of personalities of those persons with whom he is associated.

**SUPERVISION SHOULD BE FOUNDED ON A BASIS OF CO-OPERATIVE LEADERSHIP**—The best physical education programs will be developed where teachers and supervisors work and plan together. This is of particular importance in the curriculum construction phase of physical education. The supervisor who takes this responsibility totally upon himself minimizes teacher initiative and reduces the teacher's efforts to a mechanistic status. When this situation prevails the opportunity to capitalize upon cooperative group thinking is lost thus violating the democratic basis upon which modern education is founded.

**SUPERVISION SHOULD ALLOW FOR FLEXIBILITY IN THE EMPLOYMENT OF TECHNIQUES**—The nature of physical education is such that it would be next to impossible to conform to a hard and fast pattern with respect to the application of techniques. Standardization in the use of certain supervisory techniques is likely to militate against individual differences of teachers and reduce the physical education program to a point of stagnation. For this reason techniques should be employed in varying degrees and in situations where they are most adaptable.

**THE SUPERVISOR OF PHYSICAL EDUCATION SHOULD MAKE OPTIMUM USE OF ALL AVAILABLE FACILITIES**—One of the most important factors in the success of a physical education activities program is adequate facilities. However this does not mean that successful programs cannot be carried on in situations where there are limited facilities. The fact that some excellent programs are in progress in schools with inadequate facilities testifies to the ingenuity and competency of some teachers and supervisors of physical education. On the other hand mediocre programs in schools with excellent facilities imply inadequacy in supervision. The supervisor must be ever on

the alert to take advantage of facilities that are at all conducive to the physical education program

**SUPERVISION SHOULD OPERATE SO FAR AS POSSIBLE ON THE BASIS OF SCIENTIFIC EVIDENCE**—Supervisors of physical education need to keep abreast with recent research in the field. Improved ideas and methods may be channeled to teachers and employed as seems necessary in specific situations. Although research is highly important in the field of physical education we cannot always wait for objective evidence in carrying out a successful program. For example, there is little scientific evidence to support the specific placement of activities in the physical education curriculum. Therefore, it is usually necessary to resort to experience and to knowledge of certain physiological, psychological and sociological principles in the gradation of the physical education activities program.

While it is highly desirable that the program be based on scientific evidence, in the absence of such evidence supervisors must resort to their best judgment along with cooperative thinking on the part of teachers if the best programs are to be established.

**EVALUATION IS FUNDAMENTAL TO EFFECTIVE SUPERVISORY PROCEDURE**—An examination of current supervisory practices is essential in order to determine whether or not these practices should be perpetuated, modified, or eliminated in the best interest of the physical education program. Consequently, continuous evaluation should be considered as an indispensable concomitant of present supervision programs

The following chapters of this book will elaborate upon the above principles and point out ways in which they may be applied by personnel responsible for the supervision of physical education in the public schools. In addition, numerous supervision techniques will be presented with respect to their congruity with the basic principles in carrying out a successful supervisory program in physical education

### Questions for Discussion

- 1 What is meant by teacher-centered supervision?
- 2 What is meant by pupil-centered supervision?
- 3 How would you differentiate between administration and supervision as applied to physical education?
- 4 What basis is there for classifying physical education as a special subject?
- 5 In what ways would the plan employed by Carl Betz contribute to the improvement of the teacher-pupil learning situation in physical education?

- 6 How does supervision in physical education differ from supervision in other phases of the school curriculum?
- 7 Why is it necessary for a supervisory program to function on the basis of sound principles?

### Suggested Class Activities

- 1 On the basis of your concept of supervision formulate a definition of the term. Analyze your definition in terms of its application to democracy in education.
- 2 Form a panel discussion group for the purpose of discussing the advisability of standardizing supervision terminology.
- 3 With a group of class members present a round table discussion of changing concepts of supervision.
- 4 Write a brief report on the current need for supervision in physical education.
- 5 Prepare a short summary which expresses your philosophy of supervision.

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## ORGANIZATION OF SUPERVISION IN PHYSICAL EDUCATION

**Organization at the State Level.**—Physical education as a state supervisory function had its beginning over thirty years ago and it has had a rapid development since that time. The original establishment of the office of State Supervisor of Physical Education may be attributed mainly to the following two factors: (1) The enactment of laws in some of the states requiring physical education in the public schools, and (2) the impetus given to the entire field of physical education by the first World War.

Maryland, New York, and California were among the first to appoint State Supervisors of Physical Education. The example set by these early pioneers was followed in rapid succession by numerous other states and by 1940 twenty-seven states had appointed personnel to fulfil the functions required of this office. The fact that progress has continued in recent years is shown by a recent directory<sup>1</sup> which lists the names of persons in thirty-eight states who specifically discharge the duties of State Director of Health, Physical Education and Recreation.

Although all states do not have a State Director or Supervisor of Physical Education as such, there is likely to be someone in every State Department of Education or Health who has the responsibility for state programs of physical education. In the absence of a State Director or Supervisor of Physical Education, the function of this office may be delegated to various other state officials. In some instances it is the responsibility of the Director or Coordinator of Health, while a few states include this service as a part of the general supervisory program. In any event it is almost certain that someone in every State Department will have the ultimate responsibility for the supervision of physical education at the state level.

**Services Offered by the State in the Supervision of Physical Education**—State supervisory services in physical education are characterized by their variety with each state employing numerous ways of rendering such services. The following are some methods which are used by many of the states with varying frequency:

- 1 Visits
- 2 Group conferences and workshops
- 3 Conventions
- 4 Institutes
- 5 Circular letters
- 6 Mimeographed outlines
- 7 Local surveys
- 8 Courses of study and curriculum guides

In addition to these methods many states cooperate closely with the teacher training institutions by setting standards through certification requirements and by using the personnel of these institutions as consultants.

**Relationship of Local and State Supervisory Programs**—At the present time the limited personnel available in most state departments places a limitation on the kind and amount of service which can be offered to local communities. Nevertheless it is advisable that supervisors of physical education in the various communities within the state work in close cooperation with the state department. In this way local school systems will be able to take full advantage of whatever state services are available. Furthermore local supervisors should attempt to improve their programs to the extent that they will surpass the minimum standards ordinarily set up by the laws of the state.

**Organization at the County Level**—Although county supervision of physical education is prevalent in certain sections of the country consideration on a national basis reveals that supervision at the county level is comparatively limited. This was demonstrated rather conclusively in a recent survey by Schoenfeld.<sup>1</sup> He found that out of forty state officials responding twenty indicated that 402 counties were offering physical education supervision. The limited amount of supervision available at the county level is shown more clearly when it is taken into consideration that in the forty states responding there were a total of 2 534 counties.



**Relationships of State and County School Districts in the Supervision of Physical Education.**—In a majority of the states where county supervision of physical education does exist the county superintendent of schools usually has the legal authority for the supervision of school district programs. However, the state department of education officers in many instances assist the counties in organizing, administering, and supervising the physical education programs. It is a common practice also for the state to assist the county superintendent of schools by providing in-service training programs for school supervisors of physical education. Oftentimes the county service is extended by giving help in organizing and promoting local programs of physical education as well as in providing for consultant service to school districts in the planning of local physical education facilities

**Types of Organization at the County Level.**—There is a wide variation in the types of organization of county supervision in physical education among the various states. Moreover, there may be a lack of similarity in organizational plans in counties within a given state.

Although organizational plans in different counties face many different circumstances they are devised as nearly as possible to meet the specific needs of the county school districts. In this connection the following conditions have a definite influence upon the type of organization used from county to county:

- 1 County population
- 2 Number of administrators and teachers served
- 3 Number of schools served
- 4 Distance travelled
- 5 Training of the supervisor
- 6 Training of staff in school districts
- 7 Funds available

In school districts which come under the county organization those persons responsible for physical education in the local school districts should be well acquainted with the county organizational plan. In this way they will be in a position to avail themselves of whatever county supervisory services are offered.

**Organization at the Community Level.**—Numerous new developments in education, particularly in the field of physical education, have brought about a complex situation in the organizational aspects of supervision at the community level. In taking into consideration the

modern concept of supervision it appears that the development of organizational plans for supervision at the community level may have suffered to some extent from a lack of proper planning. An analysis of the situation reveals quite readily the reasons underlying this varied and complex development of organization of supervision.

Many organizational patterns have been borrowed from industry. The differences in the aims of education and industry point up rather conclusively the fact that these patterns are poorly adapted to the aims of education. In other words too much emphasis may have been placed upon authority and the needs of education have not always been the basis for the development of patterns of organization of supervision.

Since supervision in the past was primarily a process of inspection it was logical that organization of supervision would be such that it would conform to this early purpose. However, organizational patterns have not in all instances been altered to conform to the present day purposes of supervision.

**The Need for More Effective Organization at the Community Level**—The problem of organization at the community level is extremely important if best results are to be obtained through the supervisory process. In past years much criticism has been directed at supervisory personnel. Inasmuch as the scope of duties of the supervisor of physical education has become so comprehensive it is doubtful if this criticism is wholly justifiable. For example the ever increasing number of responsibilities placed on the supervisor of physical education have not always been in accord with the basic organization of the supervisory program. In other words the supervisor in some cases has been assigned additional functions without proper identification of these functions in the total organizational pattern. When this occurs little improvement in the supervision program may be expected until a change in the basic organization is effected.

In many schools attempts have been made to alter supervision procedures even though the organizational pattern has remained static. Consequently, there appears to be sufficient justification for the investigation of existing patterns of organization. This may necessitate frequent reorganization of the supervision program in a specific school system to assure constant interrelation of the component parts of the program.

**Standard Types of Organization**—The type of organization of supervision employed should be primarily dependent upon the needs

of a specific community. Because of this a composite type of organization is recommended in preference to an absolute plan. In general it will be found that there are three conventional types of organization of supervision. These include the dualistic, line and staff, and coordinate systems.

**THE DUALISTIC SYSTEM**—This plan was instituted soon after the introduction of special subjects into the schools. It is characterized by the distinction it makes between administration and supervision. Since it fails to provide for the proper relationship between administration and supervision, it is readily apparent that if this plan of organization is employed in its true form it will be likely to violate the fundamental principles of democratic organization. With the dualistic authority involved in this plan the position of the administrative and supervisory staffs may not always be clearly defined. This may be particularly true in the supervision of physical education because of the wide variety of functions involved. As a result, it may be necessary for a principal or a supervisor to go to the superintendent of schools for a ruling as to whose authority shall prevail. Furthermore, with the teacher responsible to two or three officials, it may be difficult to secure the type of cooperation which will prevent misunderstandings between teachers, principals, and supervisors.

**THE LINE AND STAFF SYSTEM**.—This plan consists of two divisions of workers, line officers and staff officers. The line personnel originates with the administrative head of the school system and flows through channels of administrative officers to teachers. The staff officers are advisory and are directly responsible to administrative authority over line officers or teachers.

Since dualism of control is eliminated, this plan should provide for better cooperation among administrative officers and supervisors. Blanket criticism of the line and staff system on the basis that it is undemocratic does not appear to be entirely justifiable. It should be considered that the success or failure of this plan will be dependent to a large extent upon the personnel managing it, and not necessarily to a weakness in the plan itself.

**THE COORDINATE SYSTEM**—The coordinate system of organization of supervision developed largely from the educational theory that the activities of administrative and supervisory officers are equal in their importance. This plan indicates an equalization of responsibility between

supervisory and administrative personnel. This is highly desirable since there should be little if any variation in the ultimate aims of administration and supervision. If these aims are to be attained, a co-ordination of the functions of administrative and supervisory officers is indispensable. It should be pointed out that the coordinate and line and staff plans of organization are characterized by their similarities rather than by their differences. In reality the former is more or less an augmentation of the line and staff plan in an attempt to secure a greater degree of cooperation.

**Horizontal and Vertical Supervision.**—Supervisory services in physical education may be rendered through horizontal or vertical supervision. Horizontal supervision provides for services within specified grade levels such as elementary, junior high school, or senior high school. Vertical organization implies a responsibility for supervision in all grades, elementary through high school. Vertical supervision is a common method employed in physical education because of its strength in obtaining a high degree of articulation among the various grade levels. This is particularly important because of the difficulty sometimes involved in the gradation of the physical education activities program. In some very large school systems horizontal supervision may be employed successfully if there is a sufficient number of qualified personnel available. For example, the activities of the elementary school supervisor, secondary school boys' supervisor and secondary school girls' supervisor may be coordinated by a divisional director.

**Factors Influencing Organization of Supervision at the Community Level.**—It is apparent that there are strong and weak points in the standard patterns of organization when these patterns are applied in absolute form. For this reason it is doubtful if any of these types should be employed without deviation. Furthermore, the plan of organization should be based on the needs of the local situation. This implies that any of the standard types of organization previously mentioned should be adapted to meet the requirements of a specific community. In view of this fact, it should be taken into consideration that there are three rather prominent factors which are likely to exert an influence on the type of organization of supervision employed in a particular community. These factors include:

1. The philosophy of the school administrator
2. The size of the community

### 3 The training and experience of the supervisor of physical education

**PHILOSOPHY OF THE LOCAL SCHOOL ADMINISTRATOR.**—The organization of supervision in a school system will reflect to a large extent the attitude of the administrative head of the system. If the superintendent of schools assumes an indifferent position in regard to the importance of supervision, it is entirely possible that the organization for supervision will be more or less haphazard. Furthermore, the interpretation which the school administrative head places on the functions of the supervisor of physical education is likely to have a decided influence upon the plan of organization.

While it is possible that the superintendent of schools may not be apathetic toward the modern purpose of supervision, the tradition and background of the community may be such that the superintendent may be reluctant to make a change. This situation may prevail in some communities where the dead hand of tradition has refused to release its grasp on the antiquated formal type of physical education program. When this kind of program is in operation in preference to a more well-balanced program, it is possible that the line and staff type of organization will be in evidence in its extreme form. In this situation it will probably be best for the administrative head of the school to effect a reorganization of supervision on a gradual basis rather than to attempt an immediate and radical reconstruction in organization.

In school systems where the administrative head has a full understanding and an appreciation of the various functions of the supervisor of physical education, there is more likely to be a more effective organization for supervision.

**SIZE OF THE COMMUNITY.**—There is a variety of conditions associated with the size of the community which are likely to influence the organization of supervision. For the most part the larger communities are characterized by a more complex type of organization than smaller communities. Factors which contribute to a more complex type of organization in the large community include (1) number of teachers served; (2) distance and mode of travel by supervisors; (3) time allotment for physical education; (4) facilities and equipment available; and (5) coordination of the various phases of the program.

**TRAINING AND EXPERIENCE OF THE SUPERVISOR OF PHYSICAL EDUCATION.**—The success of any plan of organization will be dependent

in a large measure upon the personnel within the organization. In this connection the supervisor of physical education is in a strategic position. It seems logical to assume that the responsibilities delegated to a supervisor should be commensurate with his training and experience. In other words a supervisor with a wide background of training and experience might be expected to assume more responsibility than one who has a limited background. As a consequence it may be advisable to devise a plan of organization which will conform as nearly as possible to the training and experience of the personnel involved in the program.

### **Characteristics of Effective Organization of Supervision —**

The primary function of the organization of supervision may be considered as a means of setting the stage for the provision of child growth and development through the improvement of the teacher pupil learning situation in physical education. The accomplishment of this function is likely to depend upon the extent to which the organization of supervision is based on democratic principles. In this connection effective organization will be characterized by an awareness of ultimate aims singularity of pattern adaptability to changing conditions and recognition of leadership.

### **Questions for Discussion**

- 1 What motivating factors prompted the organization of supervision in physical education at the state level?
- 2 What supervisory services in physical education are available at the state level?
- 3 What is the extent of supervisory service in physical education at the county level?
- 4 What are some of the criticisms that have been directed at the organization of supervision at the community level?
- 5 What is meant by a composite type of organization of supervision?
- 6 Cite advantages and disadvantages of the dualistic, line and staff and coordinate type of supervision.
- 7 What is the difference between horizontal and vertical supervision in physical education?
- 8 In what ways will the size of the community influence the type of organization for supervision?

### **Suggested Class Activities**

- 1 Devise a chart which shows the organization of supervision in a school system with which you are familiar. Devise a similar chart showing how improvement could be made in the present plan.

2. Form a panel discussion group to discuss the problems involved in establishing a plan of organization for supervision
3. Form a committee to present a plan of organization of supervision to a school administrator whose philosophy is not in agreement with the modern concept of supervision.

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## PLANNING SUPERVISION IN PHYSICAL EDUCATION

**Basic Considerations in Planning for Supervision.**—The ultimate success of supervision will be dependent upon the extent to which the program has benefited from careful planning. Consequently, the complex nature of supervision makes it mandatory that the program be well planned in order that the greatest value will accrue. In this connection there are certain factors which may be considered basic to the formulation of a supervisory program in physical education. First, all members of the staff should have a lucid understanding of the objectives of physical education. Second, consideration should be given to the ways and means by which these objectives may be consummated through supervision. Third, there should be some method of determining to what extent the objectives have been accomplished through supervision.

**THE NEED FOR AN UNDERSTANDING OF PHYSICAL EDUCATION OBJECTIVES.**—Any discussion of the objectives of physical education requires a reconsideration of the aims of general education. In this connection it is interesting to note that physical education objectives have been brought into close harmony with the objectives of general education. The reason for this situation is clearly indicated upon examination of the changing concepts in the American educational system. The early purpose of general education in the public schools was concerned primarily with the preparation of students for higher education. The modern school accepts the responsibility for the preparation of all youth with respect to their place in a democratic society.

As the objectives of general education have changed, so have the objectives of physical education changed. The original aim of physical education was concerned only with developing the individual physically. This should not be interpreted to mean that physical development is not a primary function of physical education. On the other hand, the



development of pupils to their optimum physical capacity through a well-balanced physical education program will contribute illimitably to the growth and development of pupils

Early programs of physical education consisted largely of formal activities which had as their main purpose conditioning of the body. As a consequence, many persons in and out of the field came to believe that physical development through body conditioning was the only function of physical education.

The modern physical education program should provide for physical development of pupils through the development of skills and ability in physical education activities. Body conditioning, when employed as such, should perhaps be considered as a means to this end.

With current aims in general education pointing to the all around development of the pupil, the aims of physical education have, for all practical purposes, fused with the aims of general education. Consequently, physical education may be viewed as an integral part of the total educational process, and not as a separate entity trying to accomplish objectives remote from the aims of general education. This situation may be partially due to the changing concept of physical development through physical education. Since physical development in the modern physical education program is concerned with the development of skills and ability in physical education activities, certain concomitant aims of general education are closely related to this process of physical development.

The social, emotional, and intellectual aspects inherent in the purposes of general education are closely related to the physical development of youth in the modern physical education program. For example, the development of skill and ability in an activity will help the individual derive more fun and enjoyment from the activity. Therefore, it may be possible that certain social and emotional maladjustments might be traced to lack of skill and ability in the performance of physical education activities. This does not mean to imply that every individual should be expected to become a highly skilled performer. However, if measures are taken to develop each individual to his greatest physical capacity in terms of skill and ability, within the realm of accepted educational objectives, he should be able to participate in activities to his liking on a satisfactory basis.

In this respect, the questions posed in the following excerpts from a recent editorial are significant and timely\*.

Are we as physical educators giving adequate thought to the planning of our programs? In doing such planning we need to know and take into consideration the characteristics, interests, and needs of the boys and girls with whom we work. We have always been cognizant of the physical characteristics but have we given sufficient thought to their mental, emotional, and social characteristics? Is our program limited to those activities that call for a great deal of skill and that label as failures those boys and girls who cannot succeed? Or is it broad enough to include a wide variety of activities in which every child can find success in at least one of them?

Let us remember that we are a part of the whole educational program and that one of our main objectives is to contribute to the mental, emotional, social, and physical development of each boy and girl. In order to meet that objective it is essential that we carefully plan our program and base it on the characteristics, needs, and interests of all those with whom we work.

The possibilities of intellectual development of youth through physical education lend further evidence to the affirmation that the aims of physical education are compatible with the aims of general education. Through the years educators and philosophers have been firm in their belief that physical education and general education have a close relationship in terms of intellectual development. Plato postulated that learning would take place more easily through play and play situations. Pestalozzi observed that his own child approached his studies with a greater amount of interest after engaging in enjoyable physical activity.

In the modern program of physical education pupils must have a knowledge of certain rules and regulations involved in games and sports as well as an understanding of the fundamentals basic to successful participation in physical education activities. Furthermore, a lack of trained teachers in the field of health education places the responsibility for imparting a major portion of health knowledge to pupils upon teachers of physical education. All of these factors contribute substantially to the intellectual development of the pupil.

It may readily be seen that a supervisory program without a realization of the objectives of physical education may have little chance to succeed. For this reason it is highly important that this factor be given utmost consideration in supervisory planning.

**REACHING OBJECTIVES THROUGH SUPERVISION**—In planning a supervision program attention must be directed to those procedures

which will best meet the objectives of physical education. If these objectives are to be accomplished through supervision, then supervisory procedures must be selected which will improve the teacher pupil learning situation in physical education.

Supervisory procedures designed to improve the teacher pupil learning situation include among others, visitation, conferences, demonstrations, bulletins and announcements. Since these procedures, along with others, will be given extended treatment in subsequent chapters with regard to their application to physical education, they will not be discussed in detail at this point. The point of importance here is that these procedures be given primary consideration in supervision planning in terms of their contribution in accomplishing the objectives of physical education. If this is done through careful planning, it is likely that the supervisory procedures will be used when and where they will be of optimum benefit to the particular situation for which they were designed.

**DETERMINING WHETHER OBJECTIVES HAVE BEEN REACHED THROUGH SUPERVISORY PROCEDURES**—It has been mentioned previously that the primary purpose of modern supervision should be the improvement of the teacher pupil learning situation in physical education. Certain supervisory procedures are employed to improve the teacher pupil learning situation in an attempt to reach the objectives of physical education. Occasionally supervision planning will terminate at this point without taking into consideration some means of determining how supervisory procedures contribute to the objectives of physical education.

It is highly recommended that those persons responsible for the planning of supervision in physical education give attention to the measurement of results of the program. If this is not considered in supervision planning, it is likely that there will be no way of determining whether the program has had any effect in reaching the objectives of physical education.

**The Consideration of Local Needs in Supervision.**—The factors considered basic to supervision planning in physical education must of necessity be adapted to local needs. This is highly important because of the varying conditions which exist from one school system to another. These conditions make it fundamental that the planning of a supervision program take into consideration certain closely related factors in terms of the needs of the local situation. Included among these factors are the following:

- 1 Varying backgrounds of pupils
- 2 Individual differences in teacher personnel
- 3 Facilities and equipment available
- 4 Coordination of the program

**VARYING BACKGROUNDS OF PUPILS**—If the teacher pupil learning situation is to be improved the differences in background of pupils should be given high priority in supervision planning. The utmost in service will be rendered to pupils through the supervisory process only when there is a complete understanding of the pupils in a specific school system. Although children throughout the country are perhaps more alike than they are different certain of the fundamental differences should be recognized in order to assure optimum growth and development of all pupils. In this connection such considerations as ethnic background, socio economic status and previous pupil experiences in physical activities are of extreme importance when planning a supervision program to meet local needs.

**INDIVIDUAL DIFFERENCES IN TEACHER PERSONNEL**—Supervisory planning should take into consideration such individual differences among teachers as training, experience, abilities and personality. When teachers are placed in the program in the light of these individual differences they are likely to make a greater contribution to the pupils. For this reason it is highly desirable that supervisory planning take into account those factors which will influence teacher pupil relationships.

**FACILITIES AND EQUIPMENT AVAILABLE**—Although facilities and equipment may be regarded as material factors, their importance in supervision planning should not be underrated. Since facilities and equipment are closely related to the total development of pupils, the success of the program will depend in a large measure on the extent to which they are available.

In many schools facilities and equipment for physical education are insufficient to carry on a completely adequate physical education program. The importance of supervisory planning is accentuated when this condition exists since a well formulated plan should entail the optimum use of available facilities and equipment.

**COORDINATION OF THE PROGRAM**—Coordination of the activities of a supervisory program will depend to some extent upon the type of organization of supervision which exists in a specific school system. For this reason it is essential that methods of coordinating the program

vision program A program planned to follow an unyielding course is not likely to derive the greatest value from the supervisory process For this reason it is recommended that the program be planned with the idea in mind that unexpected emergencies may occur

Such factors as change in personnel addition or deletion of facilities and increase in school enrollment contribute materially to the importance of flexibility in a program of supervision

In addition a flexible program will allow for the adaptation of supervisory procedures to a particular situation For example if a program is so devised that the supervisor of physical education is committed to make the same number of visits to all teachers on an arranged schedule, it is not likely that the best results will be attained Because of the differential needs of teachers, this resolute plan of visitation will perhaps not allow for sufficient time to be spent with teachers who need additional assistance Therefore, in this case, the effectiveness of visitation as a supervisory procedure may be impaired

The foregoing discussion of the importance of a flexible program does not mean to imply that a program should not be planned on a long term basis On the contrary, the success of the program may depend largely on long term planning Those persons responsible for supervision planning should have a vision of ultimate goals to be achieved over a specified period of time, as well as a consideration of the ways and means by which these goals may be reached If the ultimate aims are to be realized through the supervisory process, flexibility in the program will be a natural concomitant to long term planning in the achievement of these aims.

**IMPORTANCE OF SIMPLICITY AND INFORMALITY IN SUPERVISION —**  
Fortunately, the former teacher-centered type of supervision is rapidly becoming extinct. The newer concept of supervision considers the growth and development of the pupil to be the paramount factor Because of this supervisors and teachers should meet on common ground in their efforts to focus the greatest amount of attention upon the pupil Consequently, supervisory procedures should operate on a plain and natural basis, and in such a way that the purposes of supervision will be easily understood by all concerned

When simplicity and informality are employed within reasonable limits, it is likely that a spirit of cooperation will prevail thus facilitating the achievement of the purposes of supervision

### Questions for Discussion

- 1 What are some of the valid objectives of physical education?
- 2 What are some of the local community needs that should be taken into consideration in supervisory planning?
- 3 In what ways will varying backgrounds of pupil influence supervisory planning?
- 4 In what ways will individual differences of teachers influence supervisory planning?
- 5 How will facilities and equipment influence supervisory planning?
- 6 To what extent should the supervisory program be cooperatively formulated?
- 7 Why is there a need for flexibility in supervisory planning?

### Suggested Class Activities

- 1 Form a round table group to discuss the influence of objectives of physical education in supervisory planning
- 2 Write a brief summary on the importance of physical education objectives as related to supervisory planning
- 3 Form a committee to plan a supervisory program on a long term basis. Use a school system with which one or more of the committee members are familiar

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## SUPERVISION LEADERSHIP IN PHYSICAL EDUCATION

**The Responsibility for Leadership.**—The question of who shall assume a major portion of the responsibility for leadership in supervision in physical education will depend primarily upon the size of the community as well as the number of schools in the community. The quality of leadership is not likely to be the same for small communities as for large communities. In other words, certain conditions existing in very small communities, such as lack of funds and limited school enrollment, will have an effect upon the extent to which specialized leadership in supervision is available. This is an unfortunate situation because in many instances there may be a greater need for specialized supervision in physical education in the small communities since teachers are more likely to be limited in their training and experience. As a general rule, in medium- and large-sized communities, teachers are required to have experience and perhaps more training in order to qualify for these positions.

While there may be a need for a more intricate and extensive system of supervision in the larger school systems, the improvement of the teacher-pupil learning situation in physical education is a necessity in all schools, regardless of their size.

In that physical education is usually assumed to be the rightful heritage of all of the children in all of the schools, it follows that the best possible leadership should be provided whenever possible. This has not always been the case with supervisory leadership in physical education. This may be due in part to the relative newness of the field of physical education. As educators and others become increasingly aware of the values of physical education in the child's total education, a change in this condition may be expected. It is likely that more attention will be directed toward the improvement of the teacher-pupil

learning situation in the elementary and secondary schools of America, regardless of size or location.

Although progress seems slow in this area, much improvement has occurred within the past decade. Some teacher-training institutions are including courses in physical education in the training of school administrators. This trend indicates the concern these institutions have with respect to providing better supervisory leadership in physical education. This practice, while not widespread at the present time, is particularly noteworthy because in many of the very small communities the administrative head of the school will have to assume complete responsibility for supervision in physical education.

Another situation that clearly indicates progress in providing for supervisory leadership in physical education is the increasing number of workshops designed for the purpose of in-service training for public school physical education personnel. A recent study<sup>7</sup> indicates that the workshop is one of the most popular means of in-service training among states which engage in promoting this type of service. The workshop is often a cooperative collaboration between the State Department of Education and teacher-training institutions within the state.

The above examples show that some commendable advances have been made with regard to the provision of leadership in supervision in physical education. Nevertheless, continued emphasis is essential if these efforts are to be sustained and further progress is to be made in this direction. In this respect there appears to be a definite need for a uniting of all forces entrusted with the responsibility for providing adequate supervisory leadership. Such educational agencies as State Departments of Education, teacher-training institutions and local boards of education need to combine their efforts so that the best possible leadership will become a reality in all of the schools in America.

**School Personnel Responsible for Supervision Leadership in Physical Education.**—While everyone in a specific school system should be concerned with the teacher-pupil learning situation, much of the responsibility for supervision in physical education will rest with certain school officials. In this respect, the superintendent of schools, school principal, and physical education specialist may be considered to have the greatest responsibility for supervision in physical education.

**RESPONSIBILITY OF THE SUPERINTENDENT OF SCHOOLS**—The ultimate responsibility for supervision in physical education in the public schools will rest with the superintendent of schools. The amount of



direct responsibility the superintendent must assume will depend almost entirely upon the size of the community and the number of schools in the community. For example, in a small community with one elementary school and one high school, or one building housing all grades, the superintendent is likely to have many responsibilities in addition to his administrative duties. He may not only have the direct responsibility for supervision in physical education in his schools, but he may teach some of the classes and coach athletic teams as well. This situation will generally exist only in the very small communities, and as a general rule the larger the community the smaller the amount of direct supervision in physical education need be provided by the superintendent. Even in some of the smaller communities of the type mentioned previously, there may be a certain amount of supervision provided by the county, thus minimizing the amount of direct supervision for which the superintendent must be responsible.

In communities of sufficient size where the functions of the superintendent of schools are for the most part administrative, the superintendent will probably assume little if any direct responsibility for supervision in physical education. The responsibility which the administrative head of the school system assumes will be more or less of an indirect nature. That is, the superintendent will no doubt be responsible for providing the services of specialized personnel and delegating persons to assume the direct responsibility for supervision.

The superintendent of schools should also assume a large measure of the responsibility for satisfactory organization for all phases of supervision within the school system. If provision is made for the best organizational plan of supervision in light of the local needs, coordination of the various departments of the school system should reach the highest degree of effectiveness. This may be one of the most worthwhile contributions which the superintendent of schools can make to the success of supervisory leadership in physical education.

**RESPONSIBILITY OF THE SCHOOL PRINCIPAL.**—As the administrative head of a specific school, a large part of supervision in physical education may fall to the principal. In the larger communities the principal will probably fulfil this obligation by taking advantage of all of the agencies in the school system which may help to improve the teacher-pupil learning situation. For example, he will no doubt work closely with the special supervisor for the improvement of the physical education program within his school.

There seems to be a growing tendency to have the principal in the secondary school devote more of his time to the supervision of instruction. In the very large high schools there may be one or more vice-principals who will assume a share of this responsibility. Where the school is large enough to have department heads, the principal may delegate responsibility for supervision to the head of the department. The latter in most instances should work in close contact with the principal and the special supervisor from the central headquarters.

In many instances the principal will have to assume the responsibility for direct supervision in physical education. This is particularly true in the small high school where the principal combines the duties of administration, supervision, and teaching. The situation is alleviated somewhat when the school has the services of a special teacher of physical education. In this case, the principal is still responsible for supervision, but he will likely delegate much of this responsibility to the special teacher. In reality little in the way of supervision is needed since the special teacher will, in all probability, teach all of the physical education classes. However, the unfortunate factor here is that the special teacher may be without supervision unless the principal has a background in physical education. At the present time, however, a majority of the principals lack sufficient background for the best supervision in physical education. In this situation the only recourse for supervision is through the state department of education and the county organization, if such is available.

What has been said about the responsibility for supervision by the principal in the high school may be applied in part to the principal of the elementary school. In the larger communities where there are a large number of elementary schools, special supervision may be provided. However, in a majority of elementary schools supervision in physical education will be the lot of the principal.

Although many secondary schools may have the services of a special teacher of physical education, this situation is not likely to prevail in most elementary schools. In most instances physical education, if it is taught at all, will be taught by the classroom teacher. It is likely that the classroom teacher will be limited in the extent of her training in physical education. As a consequence, the principal will have the direct responsibility for providing supervisory leadership. This task is complicated when the principal's background in physical education also is limited. Nevertheless, it is the responsibility of the

elementary school principal to fulfil the following obligations in regard to supervision in physical education

- 1 Work with teachers in the development of a philosophy and valid objectives of physical education
- 2 Work with teachers in developing a course of study based on the needs and interests of the pupils
- 3 Assist teachers in continuous revision of the curriculum
- 4 Provide for the coordination of physical education activities throughout all grades
- 5 Supply materials which will be useful to teachers in carrying out a successful program.
- 6 Help provide for a wholesome community attitude toward physical education

If the elementary school principal feels that his background is such that he will be unable to provide a sufficient amount of supervisory leadership, he may appoint an interested member of his staff to act as chairman of physical education. If the school is large enough there may be a chairman for the primary grades and one for the upper elementary grades. The amount of supervision assumed by the individual acting as chairman will depend upon the training and background of the principal and the extent to which special supervision is available.

#### RESPONSIBILITY OF THE PHYSICAL EDUCATION SPECIALIST—

Whenever possible it is highly desirable to place a major part of the responsibility for supervision on the physical education specialist. Because of his training and background this individual should be the ideal person to assume this responsibility.

The number of physical education specialists in a school system will depend to a large extent upon the total school enrollment. The extremes may range from the small community which has the services of a single specialist in physical education to the large city where a large corps of specialists is employed to carry out the physical education program.

While the specialists may have a variety of titles, it may be difficult to distinguish between the meaning of the various titles. The two titles most commonly used by persons responsible for carrying out the physical education program in a public school system are "Director of Physical Education" and "Supervisor of Physical Education."

In the past it has been the opinion of some persons that the director's duties were for the most part administrative and that the supervisor's duties were concerned only with supervisory techniques. How-

ever, with the objectives of administration and supervision more or less fusing to attain the ultimate aim of total pupil development, it may be futile to attempt to distinguish between the meaning of these titles. On this point it is interesting to note that various studies which have been concerned with Supervisors and Directors of Physical Education utilized the same personnel in the investigations. In other words, the physical education specialist who has the total responsibility for the physical education program in a given school system will in all probability be responsible for both the administrative and supervisory aspects of the program. In regard to this situation a recent study<sup>8</sup> indicated that those persons responsible for public school physical education programs in communities of over 50,000 population spent approximately 60 per cent of their time in administrative and supervisory duties. Furthermore, the percentage of time spent in each of these classifications of duties was almost equally divided.

In the larger communities much of the responsibility for various aspects of the program may be delegated to personnel assisting the individual in charge of the program. For example, a "Divisional Director," "Directing Supervisor," or "Head Supervisor" may be assisted by "Supervisors," "Assistant Supervisors," "Helping Teachers," "Consultants," or whatever titles may be selected by a specific school system.

The main point of concern here is simply that the responsibility for carrying out the total program is likely to be centered in one person. However, the responsibility for supervision may be distributed among various teachers regardless of title. The term "Supervisor" used throughout this text refers to anyone who is directly responsible in any way for supervisory leadership in physical education. That individual might be the superintendent, principal, general supervisor, or various physical education specialists depending upon the size of the community and the school enrollment.

**Training of the Supervisor of Physical Education.**—The earliest attempt to train physical education personnel was made slightly less than a century ago. In the year 1861 the Normal Institute for Physical Education in Boston, Massachusetts, graduated 14 students after a nine-weeks' training period. Since this somewhat modest beginning, professional preparation in the area of physical education has experienced a rather phenomenal growth. This is revealed by the fact that currently well over 400 institutions of higher learning offer training leading to the Bachelor's degree in physical education. In terms of graduate

training in this field over 100 institutions offer training leading to the Master's degree, while over 30 institutions offer training leading to the Doctorate degree

The problem of professional preparation in physical education has been one of great interest in recent years. Such organizations as the College Physical Education Association and the American Association for Health Physical Education and Recreation as well as two National Conferences on Professional Preparation have expressed concern with regard to professional education. These organizations and numerous leaders in the field have expressed the opinion that professional education curricula in physical education should be subjected to continuous evaluation. This appears to be an absolute necessity if the basic aim of professional education is to be attained. This basic aim concerns itself with providing personnel with the fundamentals they will need in professional practice. Whether or not this objective has always been reached in preparation of physical education personnel to assume charge of public school programs has been open to question in some quarters.

While the training offered in most teacher training institutions is sufficient to qualify graduates to take physical education teaching positions in smaller communities, positions of a supervisory nature in the larger communities usually require many years of experience. In this connection Dippold<sup>4</sup> found in a recent survey that supervisors of physical education in cities of 100,000 or more population averaged 23 years in total physical education experience. This is perhaps one of the reasons why little in the way of training for supervision in physical education has been offered at the undergraduate level. It is a common practice to defer training in supervision until the graduate level.

While this practice seems justifiable in the light of past experiences, a new situation has developed which may cause teacher training institutions to give greater consideration to training in the area of supervision at the undergraduate level. This new development is concerned with the enormous increase in interest in organized physical education programs at the elementary school level. It is common knowledge that in many school systems programs devoted entirely to free play are being abandoned in favor of organized elementary school physical education programs. This trend is becoming more and more evident in smaller communities which indicates a growing need for specialized supervision in physical education for classroom teachers.

Most of the positions open to physical education graduates without experience will occur in the smaller communities. With some of these positions requiring the supervision of classroom teachers, it seems logical to conclude that a greater amount of training in the supervisory aspects of physical education should be included at the undergraduate level.

It would be very difficult to determine the ideal combination of training and experience needed by a supervisor of physical education. This is particularly true because each community has its own problems which manifest themselves in a specific manner. Nevertheless, there are certain basic fundamentals in the way of training which should be acquired for success in supervision. For example, the supervisor should have a knowledge of the history, principles, and philosophy of general education. This is essential if he is to make a sound application of the principles of physical education.

In addition to a thorough understanding and appreciation of general education, it would be well for the supervisor to be thoroughly familiar with the following factors which pertain to physical education:

1. An understanding of the physical education curriculum in terms of activity gradation, and a knowledge of the techniques involved in curriculum development
2. An understanding of the best teaching methods
3. An understanding of how to evaluate teaching results
4. An understanding of the application of approved techniques in supervision.
5. An understanding of the best practical methods of research
6. An understanding of the public relations aspect of physical education, and a knowledge of how to coordinate the school program with the community.

Along with these understandings and abilities in the specific area of physical education, it might be well for the supervisor to have some training in fields allied with his specialty such as health and safety education. While this work need not be extensive, it should be sufficient to give some appreciation of the coordination possible with the allied fields.

It is generally recognized that the training recommended for the supervisor of physical education may be such that it may take several years to accomplish the competencies necessary for success in supervision. While some of the training may be acquired at the undergraduate level, it is evident that a portion of it should be deferred for graduate

and advanced graduate training. Also there may be certain duties which might best be learned on the job. In this respect, probably one of the foremost factors to keep in mind is that the supervisor's training is in part essentially a process of growth, and one of continuous education.

**Personal Traits of the Supervisor.**—Although the training of supervisory personnel is a highly important factor, persons employed in physical education supervision positions should certainly not be selected entirely on this basis. It should be emphasized that training itself will not assure success. In addition to adequate training, a supervisor must possess certain desirable personal qualities which are conducive to the human relationships involved in improving the teacher-pupil learning situation in physical education. In fact, of the numerous factors involved in determining the success of a supervisor, personal qualities should perhaps be regarded as one of the most important.

Probably no single trait of the total number constituting the supervisor's complete personality can be said to be the most important in all cases. Generally speaking, the effectiveness of one's various personal qualities will be dependent upon the particular situation. For this reason it would perhaps follow that the supervisor endowed with the greatest number of strong personal traits will have a distinct advantage and will be more likely to succeed in his relationships with his co-workers.

While it does not seem possible to identify those personal traits which are most important to success in supervision, such qualities as sympathetic understanding, ability to instill confidence, and professional enthusiasm are but a few which should contribute to the success of the supervisor of physical education.

**Relationship of the Supervisor to Administrative Officers.**—The final responsibility for all aspects of the educational program will rest with the superintendent of schools. For this reason all persons employed in a specific school system will be directly or indirectly responsible to the superintendent. It has been found that the most satisfactory relationship exists between the superintendent and the person in charge of physical education when the superintendent uses the latter in an advisory capacity.

While the superintendent should be expected to have a thorough understanding of all areas of education, it is doubtful that any superintendent would qualify as an expert in all of these areas. As a conse-

quence, the superintendent is likely to place the responsibility for the supervision of physical education on an individual especially qualified in this field. Once this individual has assumed the position he should perhaps be given as much freedom as possible in developing the program to the fullest extent. His relationship with the superintendent of schools will probably consist mainly in keeping the superintendent informed about the program. This may be done through periodic reports or occasional conferences with the superintendent.

The relationship of the supervisor of physical education to the school principal will be of a somewhat different nature than that of the supervisor and superintendent. While the superintendent may delegate the responsibility for the physical education program to the supervisor, the principal and supervisor must work in close cooperation if the program is to be carried out successfully. In fact, it might be said that one of the first prerequisites for improving the teacher-pupil learning situation is the mutual understanding existing between the supervisor and principal. Because of the fact that the supervisor and principal should work together for the ultimate benefit of the pupil, it is highly important that the relationship between these two officials be clearly defined.

In that the principal is the executive head of his school, it would perhaps be incumbent upon the supervisor to take the initiative in establishing a good working relationship. The supervisor of physical education should realize that the building principal must work with other special and general supervisors. The principal has the difficult task of satisfactorily coordinating the work of other supervisors. For this reason it may be well for the supervisor of physical education to consider that he should be a consultant and adviser to the building principal, and attempt to adjust the physical education program to the needs of the individual school. In this connection, it would perhaps be wise for the supervisor and the principal to set up a mutual agreement with regard to certain functions. For example, they should perhaps agree on: (1) The functions each will perform without consulting the other, (2) the functions each will not perform without consulting the other, and (3) those situations which the supervisor will report to the principal in writing.

Experience has shown that a very satisfactory relationship between principal and supervisor is likely to come about when this mode of operation is followed.



**Relationship of the Supervisor to Teachers.**—Criticism which has been directed at supervision in past years clearly indicates a need to recognize the importance of satisfactory supervisor-teacher relationships. Teachers' attitudes toward supervision are extremely important in the teacher-supervisor relationship. In order to satisfactorily establish this relationship there should be a mutual understanding between supervisors and teachers.

The attitude that teachers take toward supervision will no doubt be governed by their concepts of the purposes of supervision. These concepts are likely to be formulated as a result of teacher-supervisor relationships. In other words, teachers are likely to base their opinions of the purposes of supervision on their contacts with supervisors. As a consequence, it will perhaps be necessary for supervisors to develop relationships with teachers which will best convey the objectives of supervision.

If a satisfactory relationship is to be established, it is essential that supervisors have an appreciation of the conditions which contribute to job satisfaction among teachers. This would seem to be the foundation upon which good supervisor-teacher relationships might be built. In this way supervisors are more likely to get at the "grass roots" reasons for some of the prevailing teacher attitudes toward supervision. In this respect it is interesting to note that a recent study by Chase<sup>1</sup> indicated that stimulating and helpful supervision rated very high in importance to satisfaction in teaching. It was further discovered that the feelings of teachers with respect to the quality of professional leadership and supervision are closely related to their feelings toward the whole school system. This being the case, the responsibility of supervisors in providing for wholesome relationships with teachers is clearly evident if the supervisory process is to meet with any degree of success.

Perhaps one of the most paradoxical situations in education has been the unwillingness of people in and out of the field to recognize that numerous individual differences exist among teachers. As a result, school personnel in general have more or less fallen victim to stereotyping. Since the supervisor should perhaps assume a great deal of the responsibility for wholesome relationships with teachers, it naturally follows that some plan of action should be taken if best results are to be obtained. In this respect supervisors should be quick to recognize and give due consideration to individual differences among teachers. In order to do this with any degree of thoroughness, it would perhaps

involve the study of training, experience, aptitudes, interests, abilities, and personal traits of all teachers supervised. Theoretically, this procedure would seem to be essential to good relationships with teachers. However, from a point of view of actual practice, it is no doubt a factor which has been neglected in setting the stage for good relationships with teachers.

While supervisors themselves are perhaps fully aware of the importance of identifying the individual differences among teachers on their staffs, it may be that demands on the supervisor's time have superseded this important requisite to wholesome supervisor-teacher relationships. Nevertheless, with a good part of the success of the supervisory program dependent upon the existing relationships between supervisors and teachers, it would seem that time taken to study the various individual differences among teachers would be time well spent.

The foregoing discussion has emphasized the fact that a major portion of the responsibility for providing a satisfactory relationship between the supervisor and teacher is that of the supervisor. However, this does not mean to imply that the teacher should not share some of this responsibility.

Since it is the premise of the teachers to help to produce optimum pupil growth, with the aid of supervision, it is incumbent upon the teacher to cooperate in every way possible with supervisors. In this connection teachers might well be expected to approach as nearly as possible the following ideal characteristics:

1. To be well-adjusted for teaching assignments by reason of health, character, personality, and intelligence.
2. To have a high degree of skill and ability in the many phases of physical education.
3. To be able to apply the approved principles of teaching so that optimum learning will take place.
4. To demonstrate a sympathetic and intelligent understanding of problems in the school and community.
5. To avail themselves of all opportunities for professional growth.

The fact that all teachers will not conform to these ideal characteristics is sufficient evidence of the need for supervisors to provide for a type of supervision which will recognize teachers' individual differences.

**Types of Supervision.**—In past years certain types of supervision have been designated by various names. For example, terms such as

"laissez faire" and "glad hand," along with many others have been used to classify supervision as well as to characterize supervisors

The type of supervision should be compatible with the particular situation, that is, the previously mentioned "laissez-faire" and "glad hand" types of supervision might be found useful under certain conditions. It might be advisable for a supervisor to use the "laissez-faire" policy to a certain extent where there is a superior teacher and the supervisor wishes to spend his time on other duties. Also this type of supervision might be used by the supervisor who is new to the position and who wishes to study the situation for his first semester or first year on the job. The "glad hand" technique might be justifiable in a situation where it will instill confidence in a teacher or will serve to elevate a teacher's morale.

While no one approach will be adaptable to all situations, there is perhaps a place for many types of supervision in physical education. Perhaps the most important consideration to keep in mind is that the type of supervision employed should be based on democratic procedure. In this regard a recent study by Harman\* indicated that when teachers were asked what they liked best about supervision, their choices were: (1) Freedom to use their own initiative; (2) freedom to express opinions; (3) cooperation of supervisors in studying pupils; and (4) freedom from being watched by inspectors. The modern concept of supervision is reflected in these responses.

Teachers should be given the opportunity to share in those procedures which will improve the teacher-pupil learning situation in physical education. They should be constantly encouraged to use their initiative in suggesting progressive ideas which will contribute to the learning situation in physical education. Regardless of the type of supervision employed to meet a specific situation, whether it is "laissez-faire," "glad hand" or other, the foremost factor to keep in mind is that it be executed through the democratic process. Those persons who are endowed with the responsibility for supervision in physical education might well be governed by this principle.

### Questions for Discussion

1. What factors govern the responsibility for leadership in supervision?
2. What responsibility for leadership should the superintendent of schools assume?
3. What responsibility for leadership should the school principal assume?
4. What are some of the ways in which the physical education specialist can work with the superintendent of schools?

- 5 What are some of the ways in which the physical education specialist can work with the school principal?
- 6 How do you differentiate between the Director and the Supervisor?
- 7 What background of training should the Supervisor of Physical Education have?
- 8 What sort of relationship should exist between the supervisor and school administrative officers?

### Suggested Class Activities

- 1 Interview a superintendent or principal for the purpose of determining the responsibilities for supervisory leadership
- 2 List several traits which you feel a good supervisor should possess Rank these in order of their importance
- 3 Interview a teacher for the purpose of finding out the important factors in teacher supervisor relations
- 4 Write a brief summary on the place of certain types of supervisory leadership

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## FUNCTIONS OF THE SUPERVISOR OF PHYSICAL EDUCATION

**Scope of the Functions Performed by Physical Education Specialists.**—The functions which the physical education specialist may be called upon to perform comprise an almost unbelievable range of activities. Indeed, if a supervisor of physical education were to attain the status of an expert in all of the extensive variety of duties related to his position, he could undoubtedly be classified as a universal genius. The impact of this statement will perhaps be more fully appreciated upon examination of the many functions performed by physical education specialists.

**Classification of Duties of the Physical Education Specialist.**—In a comprehensive study of the functions performed by personnel responsible for programs of physical education in public school systems<sup>7</sup> it was found that these functions could be classified under seven general areas.

Table I shows these classifications of duties in terms of community size and average percentage of time spent in each classification.

It should be pointed out here that while only one of the areas in Table I pertains specifically to supervisory functions as such, the remaining classifications are concerned with factors concomitant to the improvement of the teacher-pupil learning situation. In this connection it will be recalled that it was mentioned in Chapter IV that the person in charge of the purely supervisory aspects of the program would in all probability be responsible for other phases of the program as well. This factor should be taken into consideration in view of the ensuing discussion of the various functions. The reader should also bear in mind that no claims of perfection are made in the classification of the duties, although most of the duties seem to fit well into most of the various classifications. In some instances certain duties might seem to fit equally well into more than one classification and a certain amount of

overlapping is undoubtedly unavoidable. For this reason it should be mentioned that the classification of duties stood the test of rating by some of the leading public school physical education teachers and directors.

TABLE I

AVERAGE PERCENTAGE OF TIME SPENT IN CLASSIFICATIONS OF DUTIES BY PERSONNEL RESPONSIBLE FOR CARRYING OUT PUBLIC SCHOOL PHYSICAL EDUCATION PROGRAMS IN ELEMENTARY AND SECONDARY SCHOOLS

CLASSIFICATION OF DUTIES	LARGE COMMUNITIES (OVER 50,000) (%)	MEDIUM COMMUNITIES (15,000 TO 50,000) (%)	SMALL COMMUNITIES (UNDER 15,000) (%)
Administrative Duties	30	22	14
Duties Pertaining to Facilities, Equipment and Supplies	10	10	9
Duties Pertaining to Instruction	7	23	42
Duties Pertaining to Special Services and Activities	11	12	13
Supervisory Duties	28	20	10
Duties Pertaining to Community Activities	8	7	6
Duties Pertaining to Personal Professional Growth and Professional Contributions	6	6	6

**Administrative Duties.**—Physical education in the public schools involves many responsibilities, not the least of which are the numerous problems concerned with organization and administration. Physical education personnel frequently complain of the many administrative details involved in carrying out the program. While some administrative activities may seem infinitesimal, there are several of these functions which are closely related to the teacher-pupil learning situation. Many of these functions may perhaps be considered by some to be routine and unimportant but they may, nevertheless, be essential to the success of the program.

The following list enumerates a variety of administrative duties of personnel responsible for public school physical education:

1. Attend to office routine necessary to the performance of duties including correspondence and clerical work.
2. Keep office hours for conferences or other activities.
3. Prepare notices and announcements.
4. Serve on numerous miscellaneous committees which concern school policies
5. Develop plans for budgeting and accounting.
6. Coordinate program with other departments.
7. Have conferences with and make reports to superiors.
8. Interview prospective staff members.
9. Interview salesmen or other commercial people.
10. Conduct staff meetings
11. Develop plans for adjusting teaching load and transfer of teachers
12. Work with curriculum consultants in analysis or development of curriculum.
13. Organize and work with teacher groups in curriculum revision.
14. Develop curriculum materials
15. Develop courses of study or syllabi
16. Organize classes
17. Prepare schedule for classes
18. Make class adjustments.
19. Classify pupils
20. Excuse pupils from participation.
21. Develop plans for determining pupils' marks
22. Orient new teachers in the school system.
23. Orient new teachers in the community (assist in finding homes, advise on leisure time).
24. Develop program for evaluation such as testing program, or evaluating committees

#### **Duties Pertaining to Facilities, Equipment, and Supplies.—**

It is interesting to note that regardless of community size, physical education personnel spend approximately the same amount of time on duties pertaining to facilities, equipment, and supplies (see Table I). While only about ten per cent of the total time is spent on duties in this category, they are of utmost importance in the total program. Some of the functions listed in this classification are as follows:

1. Participate in planning of new facilities
2. Evaluate facilities, equipment, and supplies, including inspection for safety hazards and cleanliness.
3. Evaluate and select or recommend all types of instructional materials



- 4 Supervise sanitary conditions of physical education and athletic facilities
- 5 Supervise sanitary conditions of buildings including lunch rooms and rest rooms
- 6 Develop plans for purchase of equipment and supplies
- 7 Provide plans for inventory of equipment, including cleaning, storage, and identification such as stenciling
- 8 Provide plans for issue and return of equipment and supplies used by pupils
- 9 Develop plans for distribution of equipment supplies, and all types of instructional materials
- 10 Prepare directions on care and use of equipment
- 11 Provide plans for repair of facilities and equipment
- 12 Develop plans for the construction of homemade equipment

**Duties Pertaining to Instruction.**—Instructional duties as discussed here refer to the various types of instruction engaged in by public school physical education supervisors, rather than the many class details, methods, and other factors involved in teaching

As might be expected personnel in supervisory positions in small communities spend a greater proportion of their time in teaching. While most of this time is spent in teaching regular physical education classes, a portion of it may be devoted to the teaching of related subjects such as health and safety. It is also not uncommon to find that classes in a variety of other subjects will be taught, and this situation occurs for the most part in the smaller communities.

In addition to the regular classes taught along with the school physical education program, supervisors sometimes teach classes in adult education. Also when there is an institution of higher learning in the immediate vicinity, supervisors may occasionally be asked to teach one or more college courses on a part time basis. This situation is most likely to prevail in the larger metropolitan districts where colleges and universities may wish to draw upon the vast experience of those persons in charge of public school physical education programs.

**Duties Pertaining to Special Services and Activities.**—The numerous functions which pertain to special services and activities may be classified conveniently into three subdivisions. These classifications include health and safety, extra-curricular or extra-class activities, and interscholastic athletics.

All three of these areas will be discussed extensively in subsequent chapters. The purpose here will be merely to point out some of the

functions involved in carrying out these individual components of the total physical education program.

**HEALTH AND SAFETY.** It is perhaps a rare situation where the supervisor of physical education does not have some functions to perform which entail certain activities involved in the health and safety program. In fact, in many instances the person responsible for the physical education program will also have a large portion of the responsibility for the health and safety aspects of the school system. The following may be considered as some of the generalized duties which might be performed in this connection.

1. Participating in physical examinations.
2. Serving on a health council or acting as health coordinator.
3. Participating in school safety programs by keeping records of accidents, serving on safety council or acting as safety coordinator.
4. Participating in driver education and training programs.
5. Counseling pupils on various problems and making referrals when necessary to proper persons.

**EXTRA-CURRICULAR OR EXTRA-CLASS ACTIVITIES** The term "extra-curricular" may perhaps eventually become more or less obsolete so far as modern school education is concerned. Many educators are of the belief that it may not be wise to consider certain school experiences apart from the school curriculum. This opinion is perhaps justified if these experiences are to contribute to the total education of youth. Although the term "extra-curricular" is one of common usage among personnel in public school education, it is thought by many people that the term "extra-class" is more appropriate for this category of activities. Some of the functions which supervisors of physical education may be called upon to perform in this classification may be listed as follows:

1. Direct special events such as play days, demonstrations, exhibits, and parades.
2. Attend school camps and assist with programs.
3. Conduct field trips.
4. Chaperone school affairs.
5. Act as a sponsor for student organizations
6. Provide a plan for the development of student leaders.
7. Establish an award system.
8. Supervise or conduct co-recreational programs
9. Supervise or conduct intramural programs.

**INTERSCHOLASTIC ATHLETICS** The functions concerned with interscholastic athletics might well be considered under extra-class activities. However, the extent of this program, particularly at the secondary school level, perhaps justifies a separate classification. The duties which the supervisor of physical education performs in relation to the interscholastic athletic program will vary considerably with the size of the community. Some functions in this classification include the following

1. Coach interscholastic teams.
2. Serve on athletic committee.
3. Make preparations for interscholastic contests including preparation of facilities and advertising.
4. Prepare budget and receipt of expenditures for athletic teams.
5. Handle ticket sales and gate receipts for athletic teams.
6. Schedule contests for athletic teams.
7. Prepare contracts for athletic contests.
8. Develop a plan for classification of athletes.
9. Check eligibility of athletes.
10. Arrange for excuses for athletes for game participation.
11. Arrange for transportation of athletic teams.
12. Prepare lists of approved officials for athletic contests.
13. Scout interscholastic contests.

**Supervisory Duties.**—It has been mentioned previously that the physical education supervisor is likely to perform many functions concomitant with successful supervision, but that these activities may not necessarily be considered as supervision in the purely literal sense.

Supervisory functions distinctly designated as such are perhaps more specifically concerned with the supervisor's more or less direct relationships with teachers in the improvement of the teacher-pupil learning situation. The authors have identified many of this type of function through their own personal experience, documentary analysis, personal logs, diaries of practitioners, and personal interviews with workers in the field.

In addition to the identification of these duties they were subjected to careful examination by many outstanding public school physical education practitioners. The purpose of this comprehensive analysis was to ascertain a clearer understanding of the following factors regarding the supervisory duties:

1. The frequency with which the duties are performed.
2. The difficulty involved in the performance of the duties in terms of obtaining desired results.
3. The importance of the duties with respect to the success of the physical education program.

TABLE II  
FREQUENCY OF PERFORMANCE OF SUPERVISORY FUNCTIONS BY OUTSTANDING PUBLIC  
SCHOOL PHYSICAL EDUCATION PRACTITIONERS

SUPERVISORY FUNCTIONS	LARGE COMMUNITIES (OVER 50 000)					MEDIUM COMMUNITIES (15 000-50 000)					SMALL COMMUNITIES (UNDER 15 000)		
	very frequently	frequently	occasionally to frequently	occasionally	infrequently	very frequently	frequently	frequently to occasionally	occasionally	infrequently	occasionally	occasionally to infrequently	infrequently
1 Provide plan for development of philosophy and objectives with teachers		x									/		
2 Interpret various phases of program to teachers such as course of study test data etc	x			x			x				x		/
3 Read and comment on teachers lesson plans													
4 Prepare bulletins for teachers		x					/					x	
5 Develop standards for use of others to supervise instruction				x						x		/	
6 Provide specialized resources upon which teachers may draw for meeting needs			x					x				x	
7 Rate teachers with a rating scale					x					x			x



**FREQUENCY OF PERFORMANCE OF SUPERVISORY DUTIES.** While there are a number of supervisory functions performed, there is a wide variation in the frequency with which they are performed. Some will be discharged routinely almost every day, while others may be executed only once or twice during a school year.

Table II shows the frequency with which the various supervisory duties are performed in different-sized communities. The "frequency" terms in Table II should be interpreted as follows:

Very Frequently—A duty performed regularly once or more a week.

Frequently—A duty performed regularly once or more in two weeks but not as often as once a week.

Occasionally—A duty performed once or more a month but not as often as once in two weeks.

Infrequently—A duty performed once or twice a year.

The information contained in Table II points out rather clearly the fact that the frequency of performance of supervisory duties declines with the size of the community. This situation might be expected inasmuch as supervisors in large communities have few direct instructional responsibilities. On the other hand, supervisors in medium-sized communities spend approximately one-fourth of their time teaching, whereas supervisors in small communities devote almost one-half of their time to instruction.

**DIFFICULTY OF SUPERVISORY DUTIES.** It is to be expected that some supervisors of physical education will meet with less difficulty than others in the performance of certain duties. Nevertheless, there is definite agreement among supervisors regarding the duties which are most difficult to perform. Table III bears this out to a large extent as it points out that little variation in the degree of difficulty is experienced by supervisors in the various-sized communities.

The degree of difficulty that a supervisor of physical education encounters in the performance of supervisory duties will no doubt be related to certain existing contingencies in a specific school system. For example, the philosophy of the school administration will play no small part in the difficulty involved in the performance of some supervisory functions. If the supervisor is expected to "inspect" teaching and report his findings solely for the purpose of promoting or demoting teachers, he will no doubt find this a painful task to perform. This is particularly true if the supervisor's philosophy coincides with the modern concept of supervision. Other factors which are likely to influence the degree

of difficulty involved in the performance of supervision include (1) insufficient time (2) lack of training and experience of teachers (3) lack of instructional materials and (4) insufficient means of communication and transportation

**IMPORTANCE OF SUPERVISORY DUTIES** The importance of a supervisory duty should perhaps be determined by the application of carefully validated objectives. However in some cases the objectives may not have been carefully defined and fully accepted. Furthermore it may not always be possible to measure scientifically the value of a duty in furthering objectives. Nevertheless supervisors of physical education have their own criteria for importance and there is undoubtedly a relative amount of agreement in their judgments of the duties which are the most important to the success of the supervision program. In this connection Table IV gives an indication of the degree of importance which supervisors of physical education attach to the various duties.

**Relationship of Frequency, Difficulty and Importance of Duties**—In the discussion regarding frequency of performance of supervisory duties it was brought out that frequency of performance declines with the size of the community. However this is not the case so far as the difficulty and importance of the supervisory duties are concerned. While supervisors in medium and small communities may perform many of the duties less frequently they are likely to experience approximately the same degree of difficulty as do supervisors in the large communities. This same situation also prevails with regard to the importance which the supervisors attach to the duties. In this connection it is noteworthy that all of the supervisors regardless of community size consider certain of the duties to be of extreme importance. In view of this significant fact it seems advisable and worthwhile to emphasize those duties listed *extremely important* which appear in Table IV. They include

- 1 Provide a plan for development of philosophy and objectives with teachers
- 2 Interpret various phases of the program for teachers such as courses of study test data etc
- 3 Assist teachers in the development of skills and the use of all types of instructional materials
- 4 Hold conferences with teachers
- 5 Visit teachers in teaching situations
- 6 Promote professional growth of teachers by encouraging them to participate in professional organizations attend school etc.







TABLE IV  
DEGREE OF IMPORTANCE OF SUPERVISORY FUNCTIONS AS RATED BY OUTSTANDING  
PUBLIC SCHOOL PHYSICAL EDUCATION PRACTITIONERS

SUPERVISORY FUNCTIONS	LARGE COMMUNITIES (OVER 50 000)			MEDIUM COMMUNITIES (15 000-50 000)			SMALL COMMUNITIES (UNDER 15 000)		
	extreme importance	considerable importance	moderate importance	extreme importance	considerable importance	moderate importance	extreme importance	considerable importance	moderate importance
1 Provide plan for development of philosophy and objectives with teachers	x			x			x		
2 Interpret various phases of program to teachers such as course of study, test data, etc	x			x			x		
3 Read and comment on teachers' lesson plans			x			x			x
4 Prepare bulletins for teachers		x				x			x
5 Develop standards for use of others to supervise instruction		x				x			x
6 Provide specialized resources upon which teachers may draw for meeting needs		x			x			x	
7 Rate teachers with a rating scale			x			x			x



**Duties Pertaining to Community Activities.**—In general all school personnel is expected to participate to some extent in community activities. Because of the nature of the work, the successful supervisor of physical education will perhaps engage in a variety of community functions. This is essential if all community resources are to be utilized to meet the needs of youth. The following functions in involving community activities have been identified as those in which supervisors of physical education are likely to engage.

- 1 Direct community playgrounds during the summer months and in some instances the year around
- 2 Make home visits
- 3 Address numerous community organizations
- 4 Conduct recreation programs for community groups
- 5 Coordinate recreation for various community agencies
- 6 Conduct physical education and recreation programs sponsored by commercial organizations such as news papers radio and industry
- 7 Cooperate in programs of youth organizations
- 8 Render voluntary community services such as cooperating in drives for various funds
- 9 Promote joint school and community organizations
- 10 Attend numerous miscellaneous community civic meetings
- 11 Assist with community surveys
- 12 Serve on a community health agency
- 13 Develop a plan for participation of community professional people in school programs such as physicians and dentists
- 14 Provide a plan for public relations for the physical education department

**Duties Pertaining to Personal Professional Growth and Professional Contributions**—Successful supervisors of physical education are fully aware of the necessity of keeping abreast of the times. As a consequence the best physical education programs are likely to be found where supervisors are alert to new developments and procedures. In this connection many fine contributions to the field have been made by public school physical education supervisors seeking to grow professionally on the job. Functions that are concerned with personal professional growth and professional contributions may be enumerated as follows:

- 1 Write for professional journals or magazines
- 2 Write or collaborate in writing textbooks
- 3 Edit material for publication
- 4 Do research.

- 5 Report upon progress made in centers of research
- 6 Work with others in research such as filling out questionnaires
- 7 Do advanced study
- 8 Do independent study for professional growth
- 9 Attend meetings of professional organizations
- 10 Hold office in professional organizations
- 11 Attend professional conventions and clinics
- 12 Serve on national committees
- 13 Serve on state committees
- 14 Prepare exhibits for conventions
- 15 Keep diary or log of activities
- 16 Self evaluation on a rating scale

In regard to the relative importance of the above functions supervisors generally feel that independent study and attending conventions and meetings of professional organizations are most important to professional growth. The functions which supervisors find most difficult to execute are those which concern writing for publication and doing research. This is no doubt due to the time element involved in the performance of these particular functions.

### **Other Duties Performed by Physical Education Supervisors —**

It should be kept in mind that theoretical completeness has not been assumed so far as the various duties are concerned. In analyzing the functions performed by personnel in charge of public school physical education programs specific duties have been identified which are peculiar to this particular type of position. If all of the duties were collected they would no doubt equal the number of activities engaged in by anyone throughout a lifetime. There are perhaps numerous other duties which have not been mentioned. However many of these which may be of a sporadic nature could perhaps be incorporated into the functions listed on the previous pages. In any event the duties set forth in this chapter should give the reader an appreciation of the functions of the supervisor of physical education.

### **Questions for Discussion**

- 1 How may the duties of the physical education supervisor be classified?
- 2 In what ways do administrative functions contribute to the learning situation in physical education?
- 3 What differences exist between administrative functions and supervisory functions?
- 4 What other duties not listed in this chapter do you feel that the supervisor of physical education should perform?

### Suggested Class Activities

- 1 If you are a supervisor in service, keep a record of your duties for a one week period in order to determine how you spend your time
- 2 Interview a supervisor for the purpose of determining the percentage of time he spends in the classification of duties in Table I
- 3 Rate the supervisory duties listed in Tables II, III, and IV for frequency, difficulty, and importance and compare your ratings with those in the tables
- 4 Consider the duties in Table III which are most difficult to perform and form a round table group for the purpose of discussing why these functions are difficult.
- 5 Form a panel discussion group to discuss the relationship of frequency, difficulty, and importance of supervisory duties.

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## VISITATION IN SUPERVISION

**Development and Status of Visitation in Supervision.**—Class visitation is perhaps the oldest of all supervisory techniques. In the early stages of supervision in the public schools the practice of visitation was probably the only technique used in the supervision of instruction. As a consequence, little differentiation was made between supervision and visitation. In reality there was perhaps little difference in the meaning of the two terms so far as teachers were concerned. In that visitation was the only supervision practice used, and because it was used primarily as a means of inspection, it is little wonder that teachers looked askance upon it. This unfortunate beginning created a situation in which teachers came to view the practice with distrust. This condition prevailed until the whole area of supervision experienced a transition from a teacher-centered function to an educational practice focused upon the learner.

Because of the misuse of visitation in the early days, some educators have questioned the continued use of the terms "visit" and "visitation" as satisfactory connotations of this particular supervisory practice. However, it is the opinion of many that mere alteration of the terms will have little, if any, influence on practice. Furthermore, the term "visit" appears to be the best description for this specific supervisory technique. Etymology would bear this out since the word "visit" is derived from the Latin word *visitare*, meaning "to go to see." For this reason it is recommended that the terms "visit" and "visitation" be retained to describe this particular method.

Visitation is currently regarded as but one of many worthwhile techniques employed in the improvement of the teacher-pupil learning situation. While it has been supplemented by numerous other supervisory techniques, experience has shown that visiting the teacher in the teaching situation is indispensable to successful supervision. Successful supervisors of physical education subscribe wholeheartedly to this opinion by rating class visitation as a function of extreme importance.



**Purpose of Visitation.**—Educators have not always been in agreement with regard to specific purposes of visitation in the program of general education. In other words, it has been maintained by some that an overlapping of the administrative and supervisory functions of visitation have militated against the achievement of the ultimate goal. There is no doubt some truth in this belief as long as administration and supervision are considered as distinctly separate entities.

During the "Dark Ages" of supervision the purpose of visitation was concerned primarily with the rating of teachers, a factor somewhat remote from the teacher-pupil learning situation. Subsequent changes in the concept of supervision have brought a change in the purpose of visitation. Consequently, the formulation of a general statement of the purpose of visitation necessitates a consideration of the basic philosophy of supervision. With the modern idea of considering the pupil as the paramount factor, it naturally follows that visitation should be dedicated to this end. Therefore, succinctly stated, it would be the ultimate purpose of visitation to improve the teacher-pupil learning situation through the medium of observation. This is, of course, a broad statement of purpose and it is in need of delineation.

By means of visitation the supervisor is able to see first hand the precise problems of the teacher. By "going to see" teachers in their own working environment, the supervisor should be better able to determine specifically the causes and contributing causes of problems confronting teachers. He is in a position to see certain factors involved in a situation which he might be unable to discover through other supervisory techniques. Perhaps in no other way can the supervisor personally learn about the practices of various teachers and at the same time evaluate these practices with any degree of accuracy. Furthermore, visitation furnishes an avenue of personal contact between supervisors and teachers. A visit with the teacher gives the supervisor an opportunity to offer personal encouragement in the variety of problems concerned with teaching. Moreover, the proximity inherent in visitation will serve to keep the supervisor close to the teaching situation, and help immeasurably in his own professional growth.

In the physical education supervisory program there seems to be no adequate substitute for visitation. In fact it appears to be one of the most satisfactory ways for supervisors to work cooperatively with teachers in meeting the needs of children through physical education.

**Types of Visits.**—There are various types of visits that may be used in supervision. Some of the more common terms referred to in connection with the different kinds of visits include: visits made on call, announced or unannounced visits, scheduled or unscheduled visits, and the social or "drop-in" type of visits.

In general, all of these types may be placed conveniently in one of two categories, that is, visits made by the supervisor upon request and visits made at the volition of the supervisor. In other words, it becomes a question as to the source of origin of the visit. Should the supervisor wait until he is asked for help or should he visit at his own free will? This question has provided considerable controversy in past years in terms of the relative merits of the various types of visitation. As a matter of fact there is perhaps no specific type of visit that is ideally suited to all situations, and it is doubtful if any one should be used to the entire exclusion of the others. This does not necessarily mean that a supervisor should attempt to use all types of visitation, but rather that he should select the type or types which are best adapted to the situation. This may be difficult if there are certain extraneous factors beyond the supervisor's control which might preclude the use of certain kinds of visitation in a specific school system.

**VISITATION UPON REQUEST.** There is much to be said for the type of visitation which places a supervisor in a position to be "on call" at the request of those persons in need of assistance. Strangely enough this kind of visitation developed, for the most part, out of necessity and quite by accident. Certain contributing factors led to the adoption of invitational visitation in many school systems. This occurred a little over two decades ago. At that time curtailment in public school staffs, due to insufficient operating funds, placed an additional burden upon supervisory and administrative personnel. This condition, which meant further demands on the supervisor's time, necessitated to some extent the abandonment of routine visitation. As a result, the values of visitation on call became readily discernible.

The advantages of this type of visitation warrant its provision in the program whenever possible. However, it is not recommended that it be used exclusively. For teachers who actively and conscientiously seek help in improving the learning situation in physical education, visitation on call perhaps has no equal. However, in situations where this method is used in entirety, certain definite weaknesses are evident. For example, some teachers might make undue demands on a supervisor's

time. Conversely, other teachers might never request the services of the supervisor. This is an unfortunate situation particularly since many in the latter category are likely to be in greater need of assistance. An other postulated disadvantage of visitation by request is that teachers might invite the supervisor to observe a rehearsed physical education lesson. This criticism of the method is not entirely justifiable since a supervisor capable of judging whether or not learning is taking place would certainly not be hoodwinked by a dressed up program.

Requests for visitation may be initiated by the teacher or principal but it is doubtful if the requests should be made by either without the knowledge of the other. It is highly recommended that all requests, whether the point of origin is with the teacher or principal be channeled through the latter's office. Experience has shown that this practice makes for a more cooperative relationship among supervisor, principal and teacher. When an invitation for visitation is extended directly to the supervisor by either the principal or teacher, one or the other must be circumvented. If a teacher feels that a visit from the supervisor is desirable, the principal should be consulted so that he will be familiar with the reason for the visit. The same situation should prevail when the principal wants the supervisor to visit a teacher.

**VISITATION ORIGINATING WITH THE SUPERVISOR** Visits that have their point of origin with the supervisor may be effected in a variety of ways. The supervisor may wish to set up a schedule and visit regularly, equally dividing visitation time among all staff members. While this type of visitation harkens back to the inspection era it is still in use in some school systems today.

The chief criticism of the regularly scheduled visit is that the equal distribution of time may not be commensurate with the needs of teachers. This is a logical objection because individual differences in the background of teachers indicate that some will need the services of the supervisor more often than others.

Rather than follow a rigid visitation schedule it is perhaps better for the supervisor to maintain a fixed budget of time for visits. This procedure allows for more freedom of movement for time allotted to visitation. Consequently, the supervisor has a greater opportunity to arrange visits to meet the needs of teachers. In this method of visitation the supervisor has the alternative of using the announced or unannounced visit. For the most part the announced visit places the teacher at an advantage since there is time to prepare for the supervisor's arrival. On the other hand some teachers may become upset when they

know about the visit in advance, and as a result their teaching during the visit may be affected. When the supervisor does announce his visit he should probably do so at least a few days in advance. It may be advisable also for the supervisor to decide before hand with the teacher what problems are to be met. This procedure will not only give the teacher a "preview" of visitation plans, but it will undoubtedly bring about a more cooperative relationship between supervisor and teacher.

The unannounced visit may serve the purpose of motivating some teachers to do better work since they will not know when the supervisor will visit. However, there may be teachers who will resent this type of visit because they may feel that the supervisor is spying on them. The so-called social or "drop-in" type of visit is generally not announced ahead of time. This type of visit may have some value if the supervisor is in the vicinity and wishes to pay a short social call for morale-building purposes.

Perhaps all of the types of visits previously discussed have validity of purpose if adapted to the needs of the local situation. Such factors as time available for visitation and individual differences of teachers in a specific school system will determine to a large extent the type of visitation a supervisor should employ. In situations where principles of democracy are practiced in supervision most all types of visitation may be used to good advantage.

**Planning the Visitation Program.**—While it would be difficult to set up detailed plans for the visitation program, supervisors of physical education need to have a more or less general plan of operation if the greatest benefits are to accrue. It is highly important that the visitation program be planned so that it will be flexible enough to meet situations as they develop. Since the following factors are likely to influence visitation, they should be given basic consideration in program planning:

1. Time available
2. Distance and mode of travel
3. Types of visits
4. Training and background of teachers
5. Coordination with supervisors of other subjects

**TIME AVAILABLE.** Most supervisors of physical education agree that they have insufficient time for adequate visitation. For this reason it is essential that the time devoted to this part of the program be utilized to best advantage. If a supervisor has a general idea of the amount

of time he will be able to spend visiting he should be able to plan accordingly

**DISTANCE AND MODE OF TRAVEL** This factor is closely related to the time available for visitation and merits consideration when the program is planned. If the supervisor does not have his own means of transportation it will be necessary for him to investigate public conveyances which will help to conserve travelling time. By planning his work to conform to the various factors involved in getting from school to school, the supervisor will be able to devote more time to the actual visitation process.

**TYPES OF VISITS** If the supervisor visits routinely on a regular schedule, planning becomes a relatively easy matter. Occasionally the schedule may be set up by the central office and the supervisor merely conforms to this routine. When the supervisor devises his own schedule it is necessary for him to divide his visitation time equally among all teachers. In this case he needs to know the number of staff members and the amount of time he will have for visiting.

If the supervisor uses the type of visitation that places him on call, he should make plans to be available for such visits. In planning for this type of visitation supervisors sometimes arrange to have every period of the day open on rotating weeks. For example the first two periods might be open for on call visits during the first week, periods three and four during the second week, and so on depending upon the total number of periods in a school day. This preliminary planning for visitation on-call gives principals and teachers an idea of the precise time when the supervisor will be available for visiting.

When the supervisor visits at will and does not announce his visits planning is less complicated. However, he should have a general idea of when he is going to visit although he does not announce it ahead of time. This being the case, he will perhaps plan a schedule for his own individual use. Whether one or several types of visitation are used, a certain amount of planning is essential to assure any degree of success.

**TRAINING AND BACKGROUND OF TEACHERS** When the supervisor makes plans for the visitation program he should at the same time make a thorough study of the training and background of all staff members. This should perhaps be done on an annual basis because of changing conditions. To make the best use of visitations in meeting the needs of teachers, the supervisor should take into consideration the

ratio of experienced to inexperienced teachers. The experience of teachers materially influences the visitation program, particularly if there happens to be a relative preponderance of inexperienced teachers due to a large teacher turnover the previous year.

**COORDINATION WITH SUPERVISORS OF OTHER SUBJECTS.** Supervisors of physical education should consult supervisors in other departments when making preliminary plans for visitation. This is highly important since it will help to reduce the number of conflicts between supervisors. Furthermore, wise planning should diminish the possibility of having more than one supervisor in the same building on given days

**Preparation for Visits.**—Thorough preparation should be made for class visitation. The kind and amount of pre-visit preparation will be dependent upon a variety of factors. In the case of the first visit to a new teacher the supervisor should familiarize himself with the teacher's training and previous experiences. This may be done by consulting the teacher's credentials on file at central headquarters or in the office of the principal. In this way the supervisor will have a better understanding of the capabilities and interests of the teacher.

If the teacher has been visited on previous occasions, the supervisor may prepare for the visit by reviewing all of the records he has available on former visits. Through an analysis of this material, the supervisor should be in a better position to note the teacher's progress. At the same time he is likely to be aware of certain weaknesses which may have shown up on previous visits.

**Visitation Procedure.**—It would be next to impossible for supervisors of physical education to attempt to follow a set pattern in visitation procedure. However, there are certain general factors that might well be taken into consideration. The following list enumerates some of the important steps:

1. Pre-visit conference
2. Entering the building
3. Entering the class
4. Conduct in the class
5. Duration of the visit
6. Departing from the class
7. Post-visit conference
8. Departing from the building

**PRE-VISIT CONFERENCE** If at all possible, it is advisable for the supervisor to have an individual conference before the visit and decide with the teacher what problems are to be met. However, this practice is used very little because of insufficient time. If a pre-visit personal conference is not feasible, the supervisor might possibly contact the teacher by some other means. This may be done by telephone or by an exchange of written communications prior to the visit.

**ENTERING THE BUILDING.** Upon his arrival at the building the supervisor should report at once to the office of the principal. Since the principal is the administrative head of the school it is only natural that all visitors be channeled through his office. Furthermore, it is a matter of courtesy on the part of the supervisor, and should promote a more cooperative relationship between the two officials.

**ENTERING THE CLASS** The manner in which the supervisor enters the class will probably depend upon the extent of formality of the teaching situation. Since more informality prevails in most physical education classes than in the regular academic classes, it may be easier for the supervisor to make an informal entrance. Another condition which will influence the type of entrance the supervisor makes into the class will, perhaps, depend upon whether the visit is announced or unannounced. If the teacher has been informed ahead of time about the visit, the supervisor may make an informal, unobtrusive entrance. However, in the case of the unannounced visit the supervisor should perhaps make a more formal entrance in order to temper the inspectional tone.

If possible, it may be a good idea to enter the class while the pupils are assembling. In this way the supervisor is able to make a natural and inconspicuous entrance with a minimum of class disturbance.

**CONDUCT IN THE CLASS** The activity the supervisor engages in during the physical education class visit will depend largely upon the specific purpose of his visit. If his purpose is to teach a demonstration lesson, he will naturally be an active participant. When he visits the class primarily for observation purposes, he should locate himself in the most desirable position to observe the teaching situation. If the class is held in the gymnasium or on the play field, he will have a better opportunity to move about and observe the pupils. When the class is held in the regular classroom or a similar small area, he may have to remain in a stationary position so as not to interfere with class activity. In this case he should perhaps station himself in a position where he can be

seen by a majority of the pupils. This procedure is recommended because pupils, particularly those in the elementary grades, are inclined to watch a visitor to note his interest in their activities.

During the process of observation the supervisor should demonstrate a genuine interest in the class work since this will have a definite psychological effect on both pupils and teacher. The supervisor who assumes an indifferent and passive attitude will soon become an unwelcome visitor.

The supervisor should not expect to see the class in its usual setting. The moment that any person not connected with the class appears on the scene, there is a reaction on the part of the teacher and pupils which may cause the class to deviate from its normal attitude. The degree of this deviation is likely to depend upon the way the supervisor conducts himself while visiting the class. For this reason the supervisor should attempt to adjust himself as well as possible to the particular class. For example, there may occasionally be an opportunity when the supervisor can participate in a class activity. If he is able to derive a clearer understanding of the learning situation by "getting into the game," in some instances it may be desirable to do so.

There has been considerable controversy in past years regarding the way in which the supervisor should make notes of his observations. Opinion tends to indicate that it is not advisable for supervisors to make written notes during the visit. Perhaps there should be little need for abundant note-taking if the supervisor has the purpose of his visit clearly in mind. If he does not possess the faculty for making mental notes, he can devise other methods of retaining information. In fact, a great deal of information may be collected by methods other than writing. For example, folding a small piece of paper to indicate things that he wishes to remember is one way of assembling information for future reference. A supervisor should possess enough ingenuity to construct his own data-gathering device so that he will not have to resort to copious note-taking during visitation.

**DURATION OF THE VISIT.** The length of the visit should be determined by its nature and purpose. In the case of a first visit to a new teacher, perhaps a short visit is justifiable for the purpose of establishing rapport and getting acquainted with the teacher. The supervisor of physical education should bear in mind that other supervisors may want to call on a new teacher as soon as possible, consequently the first visit should perhaps consume relatively little time. If all supervisors follow



this policy the beginning teacher is less likely to have the feeling that she is being visited to death

Another justifiable reason for the short visit is the social or drop in type of visit practiced by some supervisors. The purpose of the social visit should be primarily to improve human relations and this can be accomplished to a certain extent by a brief chat about something of mutual interest to supervisor and teacher

While the visit of short duration has its definite place experience has shown that little can be accomplished in improving the teacher pupil learning situation unless the supervisor remains for an entire class period. However this practice should be governed by prevailing conditions since it may be advisable for the supervisor to leave before the physical education period is over. For example there might be certain problems on a given day with which the teacher is unable to cope. In this case it might be advisable for the supervisor to terminate his visit in order to avoid embarrassment for the teacher

On certain occasions it may be advisable for the supervisor to extend his visit for longer than a single class period. This procedure may be used when there is a desire to see the teacher with a different group of pupils or teaching a different activity

In general the supervisor should regulate the length of the visit to the needs of the teacher. When he feels that his objective has been accomplished he should terminate the visit rather than conform to a specific period of time for visiting

**DEPARTING FROM THE CLASS** The supervisor's departure from the physical education class is in many respects as important as his entrance into the class. The manner of leave taking is likely to make a significant impression on the pupils and teacher. Pupils as well as the teacher may be quick to detect dissatisfaction on the part of the supervisor through certain mannerisms manifested when he leaves the class. The attitude of encouragement should prevail in his leaving as well as in any spoken message which he may extend to the teacher and the class

**POST VISIT CONFERENCE** It is advisable for the supervisor to regulate his time to include individual or group conferences with teachers. This phase of the program will be dealt with thoroughly in the succeeding chapter. However it is mentioned here for the sake of continuity and convenience and to emphasize its importance with regard to visitation procedure

**DEPARTING FROM THE BUILDING** Before leaving the building the supervisor should again report to the office of the principal. He should be prepared to discuss any aspects of his visit on which the principal might desire information. At the same time he should feel free to ask for suggestions from the principal with respect to the improvement of the physical education program. This procedure is highly recommended for the purpose of establishing good relationships with the administrative head of the school. Furthermore, a principal who senses a cooperative relationship is more likely to render assistance, a factor of vital importance, especially to the supervisor of physical education.

**What the Supervisor Should Observe During Visitation.**—The supervisor visits physical education classes for the primary purpose of getting a first-hand view of those factors which contribute to or detract from the teacher-pupil learning situation. He should be alert to observe conditions which indirectly concern the development of the pupils. Included here are observations of the physical aspects of the immediate facilities. Is the activity area free from obstructions that may cause accidents? If there is insufficient space for dressing, what suggestions can the supervisor make to counteract this condition? Is the flow of pupil traffic such that classes change with a minimum loss of time to the physical education period? These and countless other questions will occur to the competent supervisor. Although factors such as these may not be directly related to the teaching situation, they nevertheless will have an indirect influence on the attitude of pupils and in this way affect the physical education learning situation.

The factors directly related to the learning situation in physical education are concerned with the teacher, each individual pupil, and the interrelation of the teacher and pupils. When the supervisor is able to analyze and understand a majority of these factors he will be more likely to make an accurate evaluation of the learning situation.

Observation is likely to be more profitable when the supervisor has clearly in mind those conditions which contribute directly to learning. For this reason he should perhaps establish certain criteria for observational purposes. This may be done by the compilation of a list of reference items for class visitation. In this way it has been found through experience that a reference list similar to the following is very useful in helping the supervisor to analyze the teacher-pupil learning situation.

# Supervisor's Reference for Class Visitation.—

## The Teacher

- 1 Evidence of planning and preparation
  - a. Purposes clearly evident
  - b. Class work organized
  - c. Variations of pupil ability adequately met
  - d. Capitalizing upon pupil resources
  - e. Program work to enlist correct degree of cooperation and competition
  - f. Encouraging pupils to make contributions
  - g. Work planned to guide the efforts of the pupil
  - h. Resourcefulness indicates preparation for the class
  - i. Devices and aids used effectively
  - j. Motivating pupil decisions
  - k. Guiding pupil evaluation but not predominating
- 2 Creation of a friendly class atmosphere
  - a. The teacher is conversational
  - b. A sense of humor evident
  - c. Willingness to see the pupils point of view
  - d. The teacher is friendly
  - e. Pupils are stimulated through desire to produce
  - f. Faults corrected pleasantly
  - g. Pupils are sensing it is a joy to learn
- 3 Stabilizing and establishing a feeling of security
  - a. The teacher inspires confidence
  - b. Pupils are encouraged to do better
  - c. A general attitude of constructiveness prevails
  - d. The weaker pupils achieve
  - e. Pupils share achievements and failures as a group
  - f. Teacher is tolerant of mistakes and compassionate in judgments
- 4 Inspiring initiative and originality
  - a. Ingenious in resources devices and manner
  - b. Urges pupils to expand ideas
  - c. Variations in approach
  - d. Pupils are intrigued and stimulated
  - e. Utilizing resources in class personalities
- 5 Developing pupil self reliance
  - a. Teacher does not dominate
  - b. Ideas are exchanged
  - c. Pupils come to decisions
  - d. Application of decisions to form judgments
  - e. Pupils are becoming independent in their thinking
  - f. Pupils enjoy 'taking a stand on their own.'

**The Pupil**

- 1 Nature of response
  - a. Physical and mental alertness apparent
  - b. Wholehearted
  - c. In rapport with the teacher
  - d. Continuous attention
  - e. Constructive comments
  - f. Spontaneous
- 2 Relation of pupils to each other and the teacher
  - a. Meets teacher freely and naturally
  - b. Cooperative and undisturbed by mistakes
  - c. Participates with ease and confidence
  - d. Aware of welfare of others
  - e. Attentive to the topic at hand
  - f. Interested to the point of contributing
- 3 Degree of participation and evidence of courtesy
  - a. Most pupils make contributions
  - b. Uniformly cooperative with others and the teacher
  - c. Self-confident but not patronizing
  - d. Happy attitude of sharing achievement
  - e. Pupils willingly helpful
- 4 Evidence of initiative and originality
  - a. Well-directed enthusiasm
  - b. Ideas offered eagerly
  - c. Spontaneous suggestion
  - d. Contribution of outside experiences
  - e. Suggestions from pupils for doing things
  - f. Generalizations enlist eager proposals
  - g. Applications to real life experiences
- 5 Demonstration of proficiency
  - a. Quick and accurate responses
  - b. Ability to make proper application of knowledge
  - c. Ability to make proper application of physical skills

This type of reference list may be of use to the supervisor in a variety of ways. It should provide him with a standard for a more accurate evaluation of what he observes during the class visit. Hence, he should be in a better position to assist the teacher in the improvement of the learning situation. However, the important factor to consider is that observation data be utilized so that actual improvement will be more likely to take place.

### Making Use of Information Gathered Through Visitation.—

Although the supervisor has a clear conception of things to observe during visitation, improvement will not be forthcoming unless proper application is made of the observation data. How can the data be assimilated and analyzed for best possible use? Should information on observations be reported to the teacher, the principal, the supervisor's superior, and supervisors of other subjects? Questions such as these come to mind when attempts are made to effect improvement.

Perhaps it would be advisable for the supervisor to devise a form upon which he might record information following the visit. The sample cases of visitation presented on the following pages will serve to illustrate this procedure. It will be noted that the reporting form is based on the Supervisor's Reference for Class Visitation previously suggested.

#### CASE 1

Mrs. H. was formerly a secondary school teacher of physical education. After marriage she left teaching for three years. She returned to teaching as a third grade classroom teacher. She is very resourceful and enthusiastic about her work. Her chief concern is whether she is making the proper adjustment to elementary school physical education in terms of teaching methods. For this reason she has asked the supervisor to observe her teaching.

The class takes place in the basement playroom. The lesson consists of a variety of self-testing activities followed by a game.

An analysis of the report of Case 1 reveals that Mrs. H. has perhaps not given enough consideration to the evaluative phase of the teaching-learning cycle. Items 4 and 5 under "The Teacher" bear this out to a certain extent. In item 4, "Inspiring initiative and originality," the supervisor has noted that "Pupils might have been given more opportunity to expand ideas." Had the teacher capitalized on this possibility there perhaps would have been a greater opportunity for pupils to evaluate the activity. In item 5, "Developing pupil self-reliance," the supervisor comments that "There is a slight indication of too much teacher dominance." In this case it may have been due to the teacher's abundance of enthusiasm. It was observed by the supervisor that in her enthusiasm the teacher was inclined to dominate the class activity thus detracting from the possibility of pupil evaluation of the activity. However, in order to avoid the risk of curbing the teacher's enthusiasm, the supervisor's comment has been modified by the word "slight."

## VISITATION REPORT ON CASE 1

School STATE STREET Grade 3 Teacher MRS H  
 Activity SELF TESTING & CORNER SPRY Time 9 15 to 9 45  
 Date \_\_\_\_\_ Type of Visit \_\_\_\_\_ Request (Teacher) \_\_\_\_\_

**The Teacher**

- 1 Evidence of planning and preparation THE GROUPS WERE WELL ORGANIZED FOR THE SELF TESTING ACTIVITIES
- 2 Creation of a friendly class atmosphere PUPILS WERE STIMULATED THROUGH A DESIRE TO PRODUCE
- 3 Stabilizing and establishing a feeling of security PUPILS WERE ALWAYS ENCOURAGED TO DO BETTER
- 4 Inspiring initiative and originality PUPILS MIGHT HAVE BEEN GIVEN MORE OPPORTUNITY TO EXPAND THEIR IDEAS
- 5 Developing pupil self reliance THERE IS A SLIGHT INDICATION OF TOO MUCH TEACHER DOMINANCE

**The Pupil**

- 1 Nature of response PHYSICAL AND MENTAL ALERTNESS WAS READILY APPARENT
- 2 Relation of pupils to each other and to the teacher THE PUPILS SEEMED AWARE OF THE WELFARE OF OTHERS IN PERFORMING SELF TESTING ACTIVITIES
- 3 Degree of participation and evidence of courtesy A HAPPY ATTITUDE SEEMED TO PREVAIL
- 4 Evidence of initiative and originality IDEAS OFFERED BY PUPILS MIGHT HAVE BEEN USED TO GREATER ADVANTAGE IN EVALUATION
- 5 Demonstration of proficiency PUPILS MADE PROPER APPLICATION OF PREVIOUSLY LEARNED SKILLS

**General Comments**

- 1 A little more time could be taken for evaluation.
- 2 Mat covers need to be laundered.
- 3 The children enjoyed having you assist them.
- 4 Your comments to pupils during the various self testing activities were helpful. This helps them to evaluate the activity.

An oversight of the evaluative phase of the teaching learning cycle may be further noted in item 4 under 'The Pupil'. With regard to 'Evidence of initiative and originality' the supervisor has suggested that 'Ideas offered by pupils might have been used to greater advantage in evaluation'. The same idea is implied here as in Item 4 under 'The Teacher'.

Under the section on General Comments more emphasis is given to the importance of evaluation. Comment 1 indicates that the teacher might devote more time to this phase of the teaching learning cycle. Comment 4 points out one way in which the teacher actually had an opportunity to evaluate the activity with the pupils.

It is interesting to note that the supervisor not only discovered a lack of evaluation of the activity, but he also identified a possible reason for it. In this case the pupils had not been given sufficient opportunity to exercise their initiative and originality which was perhaps due to the teacher's tendency to dominate the activity.

## CASE 2

Mrs. J. has returned to classroom teaching after an absence of several years. Her previous record indicates that she enjoyed a successful teaching career. She has come back into the field in order to help alleviate the shortage of elementary classroom teachers.

She is currently employed in a school system where there is an organized physical education program in the elementary school. Physical education in the primary grades is taught by the classroom teacher.

Mrs. J. has been assigned to teach in the first grade and since she has had no previous training or experience in physical education she has been quite disturbed about the situation. She has discussed her need for assistance with the General Elementary School Supervisor and the Principal. The latter has informed Mrs. J. that he will request that the special supervisor of physical education pay her a visit.

The class takes place in the regular classroom and the tables and chairs have been temporarily placed to one side to make room for activity. The lesson consists of singing games and Teacher Ball played with bean bags. The latter activity is being introduced for the first time.

Upon examination of the report on Case 2 it will be found that one of Mrs. J.'s main difficulties lies in the incorrect introduction of an activity requiring a specific skill. The supervisor's comments throughout

## VISITATION REPORT ON CASE 2

School GLENSIDE Grade 1 Teacher MRS J  
 Activity SINGING GAMES & TEACHER BALL Time 10 00 to 10 30  
 Date \_\_\_\_\_ Type of Visit REQUEST (PRINCIPAL)

## The Teacher

- 1 Evidence of planning and preparation UTILIZATION OF INDOOR SPACE INDICATES RESOURCEFULNESS
- 2 Creation of a friendly class atmosphere THERE WAS A WILLINGNESS ON THE PART OF THE TEACHER TO SEE THE PUPILS POINT OF VIEW
- 3 Stabilizing and establishing a feeling of security PUPILS ENCOURAGED TO DO BETTER BUT SHOULD BE TAUGHT HOW TO TOSS BEAN BAG BEFORE PLAYING THE GAME
- 4 Inspiring initiative and originality PUPILS WERE URGED TO EXPAND IDEAS
- 5 Developing pupil self reliance SOME GOOD IDEAS WERE EXCHANGED AND BOTH TEACHER AND PUPILS LEARNED

## The Pupil

- 1 Nature of response MENTAL ALERTNESS WAS APPARENT IN SINGING GAMES BUT LOST TO AN EXTENT IN TEACHER BALL
- 2 Relation of pupils to each other and the teacher PUPILS PARTICIPATED WITH CONFIDENCE IN SINGING GAMES BUT SOME WERE DISTURBED BY MISTAKES IN TOSSING BEAN BAG
- 3 Degree of participation and evidence of courtesy PUPILS WERE SELF CONFIDENT BUT NOT PATRONIZING
- 4 Evidence of initiative and originality SOME PUPILS WERE ABLE TO SUGGEST SINGING GAMES THE CLASS MIGHT PLAY
- 5 Demonstration of proficiency RESPONSES WERE QUICK AND ACCURATE IN THE SINGING GAMES BUT SKILL NEEDS TO BE DEVELOPED IN TEACHER BALL

## General Comments

- 1 Children need to know more about correct form in tossing a bean bag. For example step forward with the left foot when tossing with the right hand.
- 2 Guidance of learning is difficult when activity is not properly introduced. Pupil should be able to demonstrate a reasonable degree of skill proficiency before applying it to the actual game.
- 3 Check your distance in teacher ball. If eight feet is too long shorten the distance so that the throw may be mastered at the shorter distance.



the report have attempted to accentuate this fact. This was done to a large extent by placing emphasis on how learning took place in the singing games but was not so evident in Teacher Ball which required the skill of bean bag tossing. This is brought out rather clearly in item 3 under "The Teacher" and items 1, 2 and 5 under "The Pupil". Furthermore, suggestions for correcting this condition were made under 'General Comments'.

By using the observation data described here in the correct way, general improvement in the learning situation is likely to take place. Needless to say, extensive improvement may not be effected after a single visit. After the difficulty has been identified and recommendations have been made for improvement, subsequent visits may still be necessary to determine the extent of improvement.

Naturally the data derived by this method should be placed in the hands of the teacher. It might well be used as a basis for the post visitation conference with the teacher. Furthermore, the visitation findings should be reported to the principal if he so desires. With this type of information the principal should be in a better position to give help to the teacher. It will also provide him with a standard for evaluating the physical education learning situation when he is unable to secure the immediate services of the supervisor of physical education.

Whether such visitation data should be placed at the disposal of the supervisor's superior will rest with that individual's desires in the matter. In a large school system the Head Supervisor or Director may wish to keep this information on file at the Central Headquarters. If the supervisor works directly under the superintendent of schools, the latter may wish to have the data as a basis for group meetings with teachers.

In instances where teachers such as elementary classroom teachers are responsible for other subjects as well as physical education, the information might be circulated to supervisors of other subjects. The data might indicate that some teachers are having the same difficulty in a variety of subjects. In this situation all supervisors could then work as a team and coordinate their efforts to bring about improvement.

The use of visitation data as illustrated here is likely to be effective in determining what a teacher did or did not do in a specific situation. By analyzing the data, documentary evidence of growth on the part of the teacher may be accumulated. Teachers have constantly before them an operational pattern for improvement. When problems are

identified, forward steps may be taken toward improvement with the teacher and pupils as the key figures

**Visitation Records.**—A successful visitation program requires a certain amount of record keeping. The detail with which records are kept will depend largely upon the use made of the records by the individual supervisor. Visitation records may be used in various ways. In some cases where supervisors are required to make detailed periodic reports to superiors, accurate record keeping will facilitate this process. Records of visits are also useful in future visitation planning. By reviewing his records the supervisor may note instances where the visitation program can be made more effective and then proceed to make future plans accordingly. While visitation records serve a variety of purposes, their greatest value perhaps lies in the extent to which they can be used in the improvement of the learning situation. Visitation records should be kept with this ultimate purpose in mind.

Each individual supervisor will doubtless want to keep such records as will meet the needs of his specific situation. However, there are a number of general factors which should be included in visitation records. The following list enumerates points of information recommended for inclusion in the records of each supervisory visit.

1. Name of the teacher
2. Type of visit (request, unannounced), etc.
3. Date
4. Length of time of visit
5. Where the class took place (gymnasium, playfield, etc.).
6. Class activity
7. Questions asked by the teacher and requests made for materials.

There are various ways in which material for visitation records may be obtained. The merits of the type of reporting form recommended by the authors has been described and illustrated previously. Supervisors occasionally prefer to keep records in the form of a diary. This type of record is excellent for retaining the element of continuity. However, the materials must be analyzed and evaluated, and this procedure may be difficult when the information is recorded in a more or less narrative fashion. Some supervisors find an objective observational device useful in gathering information for the visitation record. Although this practice has been used mostly by supervisors of academic subjects, it has been found to be of value by some supervisors of physical education. If the supervisor prefers to use this method, it is rec-

ommended that he devise a check list for this purpose with the help of a committee including teachers, principals, and supervisors of other subjects.

**Intervisitation.**—The practice of intervisitation among teachers for the purpose of observing the work of their fellow members of the profession has been more widespread in the academic subjects than in physical education. In a recent study Dippold<sup>2</sup> found that "a very small percentage" of teachers and supervisors of physical education reported extensive use of intervisitation.

While it may have much to offer as a supervisory technique, it has been learned through experience that the many ramifications surrounding intervisitation leave some doubt as to its practicability. Such factors as inadequate time and difficulty in making arrangements for intervisitation may perhaps preclude its use in many school systems. Furthermore, supervisors of physical education have not always subscribed entirely to intervisitation among teachers. In a survey by Seen<sup>3</sup> some years ago it was discovered that supervisors felt that intervisitation was a good practice for the supervisor, but not necessarily so for teachers.

When intervisitation is used it generally takes place in the following ways:

1. In the same building
2. In another building in the same community
3. In another community

**INTERVISITATION IN THE SAME BUILDING** One advantage of this type of intervisitation is that teachers are able to observe situations taking place in the immediate confines of their own facilities. In other words, practices observed in other buildings may not be adaptable to a teacher's own building. It is not uncommon to hear teachers remark after observing another physical education program, "It was a fine program but we would not be able to carry it on in our school." Another advantage of intervisitation in the same building is that it requires little in the way of preliminary preparation. However, if this type of intervisitation is employed those persons responsible for it should exercise a great deal of tact in their selection of teachers to be visited. This is highly important in order to avoid hard feelings among members of the teaching staff.

**INTERVISITATION IN ANOTHER BUILDING IN THE SAME COMMUNITY.** While this kind of intervisitation requires more preparation in terms of preliminary planning, it allows for greater latitude in the selection of teachers to be visited than intervisitation in the same building. In a community where one building has been designated as the physical education curriculum center, teachers may occasionally visit this building to observe certain new or revised procedures. Also when a teacher is to be transferred to another building it might be wise to allow that teacher to visit the school in order to become acquainted with staff members and procedures used in that particular building.

**INTERVISITATION IN ANOTHER COMMUNITY.** Perhaps the chief disadvantage of this form of intervisitation lies in the problems involved in making arrangements for it. However, it may be possible to effectively utilize intervisitation of this type by having an exchange of teachers between two communities on a given day. Provisions should be made to report their observations and share their experiences with other members of the staff.

Intervisitation may be initiated in a number of ways. Teachers sometimes request that they be permitted to observe another teacher's work. Occasionally the supervisor will suggest that a teacher might benefit by watching another teacher in a similar situation. At staff meetings principals sometimes extend invitations for visitation to persons interested in observing how a certain activity is being carried on in their schools.

When intervisitation is undertaken certain fundamental preparatory measures should be taken into consideration so that the greatest value will accrue. It is most significant that the teacher be given suggestions regarding the important features to observe. This is highly important since teachers are not always likely to be skilled in methods of observation. If possible, sufficient time should be provided for discussion of the observed lesson, and the visiting teacher should have clearly in mind questions which he desires to ask the teacher whose work was observed.

### Questions for Discussion

1. Why were the terms "visitation" and "supervision" originally used synonymously?
2. What is the main purpose of visitation?
3. What type of visit do you feel is most useful?
4. How does the training and background of teachers influence visitation planning?

- 5 What are some of the factors which govern the length of the supervisory visit?
- 6 What factors militate against the post visit conference?
- 7 What rules should the supervisor follow in entering and departing from the building?
- 8 What use should be made of data gathered during visitation?
- 9 What are some of the limitations concerned with intervisitation with another community?

### Suggested Class Activities

- 1 Form a panel to discuss the advantages and limitations of visitation on call"
- 2 Write a brief summary on the disadvantages of visitation which originate with the supervisor
- 3 Form a committee for the purpose of planning a visitation program
- 4 Write a brief summary explaining how you would prepare for a class visit which is to take place on the playground.
- 5 Devise a plan for gathering data while visiting without resorting to taking notes
- 6 Visit a physical education class for the purpose of gathering information for the improvement of the learning situation
- 7 Devise a visitation report form similar to the one presented in this chapter
- 8 Form a round table discussion group to discuss the use of visitation records
- 9 Form a panel discussion group to discuss some of the problems involved in intervisitation

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## INDIVIDUAL AND GROUP CONFERENCES IN SUPERVISION

**Purpose of Conferences in Supervision.**—Individual and group conferences and meetings are extremely worthwhile techniques. When properly planned and carried out conferences are an invaluable medium for the improvement of the teacher-pupil learning situation in physical education.

The individual conference provides opportunities for determining specific problems and for discussing ways and means of solving these problems with the teacher concerned. In this way the supervisor has a chance to meet and know the teacher as a person. Through face-to-face discussion the supervisor and teacher are likely to have a more complete understanding of each other's problems. A foundation is thus laid for a mutual understanding of how best to improve procedures which will ultimately benefit the pupil.

Group conferences and meetings serve the purpose of allowing staff members to share experiences, and this procedure, if skillfully executed, is likely to stimulate better practices. Furthermore, group conferences and meetings provide a medium for keeping staff members constantly informed about the progress being made toward the objectives of physical education. Through the wise use of this technique, staff members may be brought together in the *esprit de corps* unity so necessary to the success of the entire physical education program.

**Types of Individual Conferences.**—It is a difficult task to classify the various kinds of individual conferences used in supervision. Terms used to describe individual conferences may be employed interchangeably by various writers. For this reason it is probable that some overlapping may exist with regard to the interpretation placed on the meaning and purpose of a specific type of conference. In other words, the name given to one type of individual conference may have a different meaning for different persons. The types of individual conferences

which will be described here are perhaps no exception to the existing situation. Although not universally used at the present time the following types of individual supervisory conferences may be recognized as excellent possibilities for improving the teacher pupil learning situation in physical education.

- 1 Pre induction conference
- 2 Pre teaching conference
- 3 Pre visitation conference
- 4 Post visitation conference

**PRE INDUCTION CONFERENCE** This type of conference is used for the purpose of orientation of a teacher who is new to a specific school. It is particularly useful because of the wide variations existing in physical education facilities from school to school and especially in elementary schools. Because of this the supervisor has an opportunity to explain how the physical education program may be adapted to the immediate facilities. The supervisor also has a chance to personally familiarize the teacher with many matters of routine which should help the teacher to make a more satisfactory adjustment to a new position.

While the importance of the pre induction type of individual conference may be readily noted it is usually employed to a relatively limited extent. In many large school systems its use is curtailed because of the time factor involved. Although it would be desirable for the supervisor of physical education to have a pre induction conference with each new teacher in the system or each teacher transferred it would be next to impossible because of the large turn-over of teachers. As a result if there is a pre-induction conference it usually takes place between the principal and the teacher in the form of an all purpose conference. The extent to which the principal explains the physical education program to the teacher will be dependent in a large measure upon the working relationship between the principal and the supervisor.

**PRE TEACHING CONFERENCE** The pre teaching conference differs from the pre-induction conference in that it is for experienced teachers as well as new teachers. This type of conference is used mainly where a teacher has not been visited. For example a teacher may wish to confer with the supervisor on a new technique or a new activity which he wishes to introduce. If the supervisor is not available for visitation at the time the new technique is to be employed a short conference may be advisable so that the teacher may proceed with his plans. At a later

date the supervisor may visit to observe the technique which was used as a result of the conference.

**PRE-VISITATION CONFERENCE.** If possible, it is advisable to have a conference before the class visit. This procedure is useful in helping the supervisor and teacher consider together the problems to be met. The teacher has an opportunity to tell the supervisor what his class has been doing and the difficulties or successes he has been having. This kind of conference sets the stage for the visit and should furnish the supervisor with a clearer understanding of things to observe. In this way the supervisor should be of greater assistance to the teacher in that the pre-visitation personal conference should help him to direct his observations toward certain specific factors about which both have previously conferred.

**POST-VISITATION CONFERENCE.** Of the various types of individual conferences the kind that follows visitation is perhaps by far the most valuable. Furthermore, this type of individual conference is usually the one most widely used by supervisors of physical education.

The post-visitation conference gives the supervisor and teacher a chance to discuss the data which the supervisor has gathered during his observation. Without this type of conference little or no value will accrue from the visit as far as the teacher is concerned. In other words, the visit should furnish the supervisor with data, and by means of the post-visitation conference the supervisor and teacher can analyze the data and proceed constructively.

Moreover, this kind of conference provides for a clarification of the supervisor's observations. For example, the teacher might have used a certain form of class organization for group work in stunts and self-testing activities. The supervisor might not agree entirely with this particular kind of class organization on the basis that it is too time-consuming. In the subsequent conference with the teacher the supervisor might learn that through experimentation the teacher found that the kind of class organization used was more time-consuming but at the same time it provided for a greater amount of safety for the pupils. In an instance such as this, had it not been for the post-visitation conference, the supervisor could have easily developed a distorted opinion of the teacher's methods.

If a post-visitation conference is not scheduled within a reasonable length of time after the visit, the visit itself becomes pretty much a one-way affair. If time is not set aside for mutual discussion of the



visit the teacher may look upon observation as merely an inspectional rating device

**Preparation for Individual Conferences**—The degree of success that the conference achieves as a supervisory technique will depend in a large measure upon the kind and amount of preparation devoted to it. When a supervisor wishes to make suggestions for improvement he must call upon all of his ingenuity in order not to impair harmonious relationships with the teacher. For this reason adequate planning and preparation must precede the conference.

In preparing for the conference the supervisor should be concerned with the items he wants to discuss as well as the most satisfactory way of presenting these items so that the most effective results will be obtained. In this connection the supervisor's preparation and planning for the conference will perhaps be based on the type of conference which is to ensue and the reason for it. For example, if the conference is one following visitation the supervisor will perhaps want to review thoroughly all of the data available on the immediate visit as well as preceding visits. Also the method of gathering data illustrated in the previous chapter provides information for use in improving the teacher-pupil learning situation through the individual conference.

In preparing for a pre-induction conference with a new teacher the supervisor will perhaps want to study the teacher's credentials in order to have as much information as possible about the teacher's training, experience, and interests.

**Time of the Individual Conference**—The time factor involved in individual conferences is concerned with the amount of time which should be allotted to the conference as well as the best time for the conference to take place. It would be next to impossible to state the exact amount of time that the individual conference should consume. The length of the conference will be governed by the prevailing situation. When the supervisor and teacher feel that the purposes of the conference have been fulfilled it may be terminated.

The question of when the conference should be held will depend to a certain extent upon the type of conference. The pre-induction conference with a new teacher should perhaps be held before the school year starts or as soon as possible after school begins. It may readily be seen that the value of this type of conference is likely to decrease in proportion to the length of time it is held after the teacher is assigned to a class.

tain building. In the case of post-visitation conferences it becomes a question of how soon they should be held after the visit. In physical education the general practice is to hold the conference immediately following observation. This may be done for purposes of convenience as it might be the only time the supervisor is available. The chief objection to holding the conference immediately is that the supervisor and teacher have no time to prepare for it.

In planning the best time for individual conferences supervisors and teachers should perhaps consider the following factors:

1. The conference must be scheduled when both the supervisor and teacher are available. Avoid scheduling conferences when the teacher has a class unless a suitable substitute teacher is available.
2. In so far as possible the conference should take place when the participants are in the most satisfactory emotional state. The teacher may not always feel ready for it immediately after the observation.
3. The greatest benefit is likely to accrue from a conference in which the supervisor and teacher have had ample time for planning and preparation.

**The Place to Hold the Individual Conference.**—The place where the conference is held will depend upon the purpose of the conference as well as the facilities available. There is a difference of opinion among supervisors as to the ideal place for a conference. Some believe that it should be held in the supervisor's office, while others hold that it should be held in surroundings familiar to the teacher. The supervisor's study of the individual differences of teachers will help in determining the best place for the conference. If a teacher is of the type who may feel ill at ease in the supervisor's office, then perhaps other arrangements should be made.

Conferences sometimes take place at the site of the lesson, such as the gymnasium, play field, playroom, or classroom as the case may be. In some instances the principal will provide for a special conference room. However, if such a room is not available the principal may allow for space in his own office where the supervisor and teacher may confer. Regardless of where the conference is held there are two factors which should be given basic consideration. First, the conference site should be free from intrusions since interruptions have a devastating effect on continuity. Second, the conference should take place in surroundings that afford sufficient physical comfort for the participants.

**Conduct of the Individual Conference**—Conducting the individual conference may perhaps be one of the greatest tests a supervisor is called upon to face in his personal relationships with teachers. While supervisors should strive for the type of conference which places the participants on a nearly mutual basis in most instances teachers will more than likely have a feeling of inferiority. This is perhaps a natural situation because of the very nature of the supervisor's position.

As in his other relationships with teachers the supervisor should take into consideration their individual differences in conducting the individual conference. Teachers differ widely in their reactions. While one teacher may be amenable as far as constructive criticism is concerned another may be easily offended at any suggestion for improvement. The competent supervisor eventually comes to know the processes he can use with certain teachers. As he becomes aware of the varying attitudes of the members of the staff he can proceed accordingly.

While there can be no hard and fast rule for conducting the individual conference supervisors might well consider the following factors in employing this technique.

- 1 The correct approach is important
- 2 Emphasis should be placed on the most important items
- 3 Strive for teacher self analysis
- 4 Criticism should be constructive
- 5 Commendation should be sincere

**THE RIGHT APPROACH** If the introductory remarks of the conference are made by the supervisor he could perhaps place himself at a psychological advantage by making a favorable and encouraging comment. This should not be interpreted to mean that the supervisor should begin every conference by praising the teacher. If this procedure is followed teachers may sense superficiality on the part of the supervisor particularly if he follows this kind of introduction with criticism. Therefore teacher praise should not be confused with favorable criticism.

If the conference has been requested by the teacher, he should perhaps be expected to initiate the discussion or the supervisor may invite the teacher to state the issue. It is sometimes best for supervisors to assume the "We" attitude in beginning the conference. This approach is more likely to make the teacher feel that both are working mutually toward the same goal.

**EMPHASIZE IMPORTANT ITEMS** The limited amount of time devoted in general to conferences in relation to the importance of this

activity is testimony that the time should be wisely used. After a brief exchange of greetings the participants should immediately take into consideration those items of greatest importance. In a post-visitation conference the supervisor should not select all of the shortcomings which he has observed. On the other hand, a few of these items should be taken at a time, especially the more urgent problems. Supervisors and teachers alike should not permit themselves to become deluged in a multitude of extraneous factors remote from the teacher-pupil learning situation in physical education. This situation may perhaps be avoided if the participants of the conference place sufficient stress on such factors as (1) the objectives of physical education, (2) activities in which the pupils are engaging, (3) the validity of these activities in reaching objectives, and (4) whether all phases of the teaching-learning cycle are being given due consideration.

**STRIVE FOR TEACHER SELF-ANALYSIS.** A supervisor who conveys the impression that he can diagnose and make proper prescription for all educational shortcomings runs the risk of losing the teacher as a cooperating agent in the improvement of the learning situation. The capable supervisor will give teachers sufficient opportunity to set forth their ideas, a procedure which is essential if teachers are to be expected to analyze and solve their own problems. Questions and suggestions may be formulated by the supervisor in such a way that this situation may be effectively executed. For example, there may be an occasion where the teacher is close to the solution of a problem. Rather than give the teacher the answer, the supervisor might perhaps inject a question or suggestion which would help the teacher discover a possible solution. In order to do this effectively the supervisor must have a full understanding of problems presented by teachers. Furthermore, he should realize that in most instances problems of teachers are also problems of the supervisor.

**CRITICISM SHOULD BE CONSTRUCTIVE.** Few people care to be criticized irrespective of the status of the critic. Since the modern concept of supervision regards the supervisor as a co-worker, criticism of an adverse nature is likely to be ineffectual in improving the learning situation. This should not be taken to mean that supervisors should refrain from rendering an opinion about the procedures used by teachers. On the other hand, a certain amount of criticism is perhaps essential, provided it is constructive and based on valid criteria for judging instruction.

While it may be a relatively easy matter to criticize a lesson severely it is apt to be a difficult task to show how it can be markedly improved. In other words if a supervisor renders adverse criticism he is obligated to substitute something better in support of his objection. Well meaning constructive criticism is most likely necessary for the improvement of the teacher pupil learning situation in physical education and a majority of teachers are willing to accept it in the spirit in which it is given. In some cases it might perhaps be best for the supervisor to express opinion interrogatively. For example instead of saying "I would make less use of my whistle during activity" it might be better to ask "Do you feel that you should have used your whistle so often during the activity?" In question form criticism is likely to give the teacher more opportunity for expression. Conversely the tenor of criticism declaratively stated may not always be conjoined with teacher supervisor harmonious relationships.

**COMMENDATION SHOULD BE SINCERE.** Occasionally supervisors in their zeal to promote better working relationships with teachers are prone to shower indiscriminate praise upon them. Wholesale commendation is seldom sincere and the supervisor who tells every teacher that the lesson was excellent leaves no reservation with which to spur teachers to greater efforts.

After years of experience few can recall having participated in or observed an entirely perfect physical education lesson. When a supervisor detects a procedure which justifies praise this factor should be singled out and given due consideration. However blanket praise and commendation is to be deplored. Credit should be given when and where it is due but if all phases of the teacher's work are given unjustifiable and insincere praise the incentive for improvement may be lost.

**Records of Individual Conferences**—It is recommended that supervisors keep a record of all conferences. The extent of completeness and method of record keeping should be left to the resourcefulness of the individual. A well kept set of records of individual conferences may serve as a basis for planning subsequent visits and conferences. Furthermore the supervisor always has at his disposal material to which he can make reference in the event that such information is needed.

**Types of Group Conferences and Meetings**—Group conferences and meetings can perhaps be classified broadly as administrative supervisory or social. However it is doubtful if any conference or meeting

would adhere solely to the specifications of any one of the broad classifications. In other words, most all administrative meetings will contain certain supervisory as well as social aspects. This overlapping is also likely to prevail in meetings designated as purely supervisory. The purpose here will be to suggest numerous types of group conference and meetings which in one way or another have implications for supervision in physical education. Included among these types are the following:

1. General faculty meetings
2. Pre-induction meeting for new teachers
3. Regular staff meetings
4. Group case conferences
5. Small group conferences
6. Social meetings

**GENERAL FACULTY MEETINGS** General faculty meetings may concern all of the faculty of an entire school system or the teachers of a particular building. As a rule the general faculty meeting is primarily devoted to routine administrative functions of the school and centers around problems which are common to a majority of teachers. From a supervision standpoint the attendance of physical education teachers at general faculty meetings is important as opportunity is provided for faculty integration. Furthermore, physical education staff members have a chance to see the point of view of academic teachers and this helps to create satisfactory coordination of the work of the whole school.

**PRE-INDUCTION MEETING FOR NEW TEACHERS.** The virtues of the individual conference as an orientation device have been mentioned previously. However, in school systems large enough to have an appreciable influx of new teachers annually, orientation will likely take place on a group basis. This type of meeting should give the new teachers a more or less general impression of their responsibilities in the physical education program. In this connection the following points might be taken up at the pre-induction meeting:

1. The State physical education requirements and how the local school system meets or exceeds these requirements.
2. An overview of the physical education program content and an explanation of the course of study.
3. A discussion of the materials of instruction
4. The allotment of time for physical education.

**REGULAR STAFF MEETINGS** Regular physical education staff meetings present a very worthwhile supervisory opportunity inasmuch as they bring together persons with common professional problems and interests. The pooling of experience of a group of teachers can do much to help solve problems of mutual interest when it is done on a cooperative basis.

**GROUP CASE CONFERENCES** This type of group conference may involve the entire staff or it may be limited to any segment of the staff that presents one or more common problems. The purpose of this type of conference is to motivate teachers into a group solution of a problem by the process of group dynamics.

At the outset of the group case conference the supervisor selects a problem which is more or less common to most of the members of the group. He may present it as a true life situation giving just enough information in the way of facts to begin a discussion. The success of this type of conference will depend upon the extent to which the supervisor provides for a permissive atmosphere among the group members. The supervisor merely guides the discussion and offers no positive solution of the problem. However, he may on occasion interject a question or furnish information if requested to do so. Needless to say the supervisor must possess a great deal of skill in order to satisfactorily conduct this type of conference.

**SMALL GROUP CONFERENCES** This type of group conference is likely to be used when a physical education staff is working cooperatively on a large project such as revision of the curriculum. The entire staff may be divided into smaller groups. Each group in turn may be asked to present its findings to the entire staff.

**SOCIAL MEETINGS** Regardless of whether meetings are designated as administrative or supervisory most all of them will include a certain amount of sociality. The degree in which this quality is present in any type of conference or meeting is likely to depend upon the nature of the gathering. As a general rule a part of a regular staff meeting may be devoted to socializing among staff members. This may occur in an informal way before the meeting starts or time may be set aside for it after the meeting is over. On occasion the physical education staff may convene for the sole purpose of a social gathering. Although the members usually 'talk shop' the informality involved may provide a whole new situation with respect to harmonious relationships.

**Planning for Group Conferences and Meetings.**—One of the reasons why teachers sometimes look unfavorably upon meetings may be due to insufficient planning. The importance which supervisors of physical education attach to group conferences and meetings as a technique certainly justifies accurate preparation and detailed planning for such meetings. The following list includes some of the various factors which should be taken into consideration when group conferences and meetings are planned:

1. Frequency of meetings
2. Time of meetings
3. Place to hold meetings
4. Programs for meetings

**FREQUENCY OF MEETINGS** There is a rather widespread difference of opinion as to how often group conferences and meetings should be held. While some persons feel that meetings should take place only when a specific need arises, others hold tenaciously to the belief that they should occur at regularly scheduled intervals. Although there is merit in both plans, most supervisors are inclined to believe that physical education staff meetings should be held at regularly designated intervals. If this procedure is followed, supervisors and teachers will perhaps be less likely to disregard group conferences and meetings as a worthwhile technique. Furthermore, staff meetings arranged infrequently may tend to detract from the continuity which is necessary if full benefit from a supervisory standpoint is to be derived from this technique.

While it is generally recommended that physical education staff meetings be held at regular intervals, it should not be implied that all group conferences and meetings should take place in this manner. For example, when a special project is being carried out, such as revision of the curriculum or planning for new facilities, conferences and meetings should take place when the occasion demands.

With regard to the number of group conferences and meetings held over a specified period of time it may be stated that there is no definite rule to follow in this respect. While current practice ranges from weekly to semiannual meetings, local conditions will no doubt materially influence this situation. In this connection such factors as the number of staff members, time available and local needs will have to be taken into consideration in determining the exact number of group conferences and meetings which it will be necessary to hold over a given period of time.



**TIME OF MEETINGS** As in the individual conference the time factor in group conferences and meetings is concerned with the amount of time allotted to the meetings as well as the best time for them to take place. Generally, group conferences and meetings seldom consume less than one half hour and most often do not exceed a period of one hour. As a rule the length of the meeting will be dependent upon the type of program and previous arrangements made for the meeting. In any event it is doubtful if a great deal can be accomplished in meetings lasting for less than one half hour. On the other hand long drawn out meetings may tend to become ineffectual. For this reason group conferences and meetings of approximately one hour's length are recommended for most satisfactory results.

It is doubtful if a broad generalization can be made with regard to the best time to hold group conferences and meetings. Prevailing factors in the individual school situation must be taken into consideration. Usually the time set aside for meetings will depend on the mutual convenience of staff members. While it would probably be impossible to hold group conferences and meetings at a time satisfactory to all persons involved, this can be approximated to a certain extent. This is no doubt the reason why most meetings are held immediately after school. Although immediately following the close of school is not an ideal time for the most enthusiastic participation of staff members, it is a time when a majority of persons are likely to be available. The chief exception here concerns those staff members engaged in the coaching of interscholastic athletics or in other after school physical education activities such as intramural sports. Other possibilities include before school meetings the morning, during the noon hour, during school time or evening meetings. All of these potentialities have certain advantages and disadvantages. In the final analysis it will be the responsibility of the supervisor and other staff members to decide upon the time of day and the day of the week when a majority of the personnel are most ready to receive the optimum benefit from the meetings.

**THE PLACE TO HOLD GROUP CONFERENCES AND MEETINGS** Often times the surroundings and physical setting of group conferences and meetings are not always in keeping with the importance attached to this supervisory technique. For example teachers are sometimes asked to meet in a classroom where the furniture is adapted to the needs of elementary school children. The discomfort experienced in such cases is likely to militate against a beneficial and worthwhile meeting. Although it may seem a minor factor the importance of physical comfort

should not be underrated in considering those conditions which contribute to the success of group conferences and meetings.

If possible, meetings should always be held where conditions will permit those persons taking part to arrange themselves in a position most conducive to group participation. In this connection it might be well to have the seats placed in circular fashion. This arrangement is more likely to make all members feel that they are an integral part of the group and, as a consequence, they may be inclined to make a greater contribution to the meeting.

**PROGRAMS FOR MEETINGS** Programs for group conferences and meetings should be planned so that they will be based upon the problems of staff members. In this respect it is highly important that teachers be given an opportunity to participate in planning the programs. This procedure is likely to secure more satisfactory results for improvement of the teacher-pupil learning situation in physical education on a group basis.

There are a number of different types of programs which are useful for physical education staff meetings. Probably the oldest kind is the lecture type of meeting dominated by the supervisor. However, in many instances this supervisor-centered type of meeting is being supplanted by meetings which give teachers a greater opportunity for self-expression. Included here, among others, are panel discussions, round-tables, demonstrations and group case conferences.

The type of program used should be adapted to the local needs and immediate problems insofar as possible. Furthermore, it is advisable to vary the program as seems necessary. By varying the activity, group conferences and meetings are more likely to provide for certain individual differences among teachers. In other words, one teacher may profit most from a meeting given over to a demonstration while another may derive more benefit from a panel discussion.

If it is feasible, it is recommended that all staff members be furnished with a tentative agenda prior to the meeting. This procedure gives the participants a preview of the contents of the meeting and provides an opportunity for them to give some previous thought to the situation before the meeting actually takes place.

**Conduct of Group Conferences and Meetings.**—A large part of the success of the meeting while it is actually in session will depend upon the person who presides. Although this responsibility may be occasionally delegated to other staff members, it will most often rest

with the supervisor. He is not only obligated to follow the regular rules for conducting a meeting but he must direct the meeting in such a way as to get the optimum benefit from this medium as a supervisory technique.

Meetings should begin promptly. If minutes of the previous meeting have been kept they should be read and corrected. If the local practice does not provide for the keeping of minutes of group conferences and meetings then the supervisor might spend a few minutes reviewing the activities of the previous meeting. This procedure is likely to preserve continuity of meetings. From this point on it is up to the supervisor, if he is in charge, to keep the meeting moving toward a successful conclusion. He should keep in mind that it is his job to guide and direct the meeting, motivating as much group participation as possible. In this situation the supervisor should not feel that it is his responsibility to impress his views on the group. While at times he may find it difficult to refrain from doing this, it is most important that he not do so if group thinking is to prevail. If the supervisor is the moderator of a panel, he should serve in that capacity only. If he is conducting a group case conference he should allow for permissive conditions so that staff members may arrive at a tentative solution of the case in question.

The foremost consideration to keep in mind is that the meeting is a group undertaking. Where this situation prevails all staff members should have equal opportunity to express opinions and a single individual should not be permitted to dominate the meeting. Furthermore, the tenor of the meeting should focus on improvement and all points of view should be directed into constructive channels insofar as possible.

The meeting should terminate as nearly as possible at the time designated with a recapitulation of the activities. Progress made at the meeting should be noted and the tentative program for the following meeting may be announced.

**Records of Group Conferences and Meetings**—Records of all group conferences and meetings may be made in the form of minutes by a staff member delegated to that responsibility. The minutes should be reproduced and submitted to all staff members. This material should be useful to those persons who were unable to attend the meeting. Furthermore, a review of the minutes by members who were in attendance may help them to crystallize their thinking with regard to the procedures of the meeting. Aside from serving as a permanent record of meetings, the minutes may be useful in planning future meetings.

The following list suggests information which might be incorporated into the minutes for use as a permanent record

- 1 Date of the meeting
- 2 The time the meeting came to order and the time it was adjourned
- 3 Names of members present
- 4 Announcements
- 5 Committee reports
- 6 Description of the program
- 7 Summary of the discussion

### Questions for Discussion

- 1 What are some important factors to take into consideration in the pre-induction conferences for new teachers?
- 2 How do you differentiate between the pre induction conference and the pre teaching conference?
- 3 What factors limit the possibility of conducting the pre visitation conference?
- 4 What preparations do you feel it is necessary to make before conducting an individual conference?
- 5 What factors should be taken into consideration with respect to the length of individual conferences?
- 6 What is the most desirable approach to use in the individual conference?
- 7 What are some advantages of small group conferences?
- 8 What factors should be taken into consideration as far as the time of group meetings is concerned?

### Suggested Class Activities

- 1 Conduct an individual conference on some physical education problem with one of the class members. This should be done as part of the class work so that other class members may observe.
- 2 Consider the class members as a physical education staff. Conduct a group meeting on some physical education problem.
- 3 Form a panel discussion group to discuss the best place to hold individual conferences.
- 4 Write a short summary on the place of records in individual conferences.
- 5 Conduct a group case conference on some physical education problem using the class members as the physical education staff.
- 6 Form a round table discussion group on the factors involved in planning for group conferences and meetings.
- 7 Form a committee to plan a program for a physical education staff meeting.
- 8 Write a short summary on the importance of records of group conferences and meetings.

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## THE USE OF BULLETINS IN SUPERVISION

**Current Use of Bulletins.**—The use of bulletins as a supervisory aid in physical education has become widespread in recent years. Surveys tend to indicate that bulletins have much to offer in the improvement of the teacher-pupil learning situation in physical education. Studies show that practically all supervisors of physical education in the various-sized communities use bulletins to a certain extent, with supervisors in large communities employing them more frequently than those in medium and small communities. A recent study by Lindeburg<sup>1</sup> indicated that the practice of issuing bulletins by supervisors of physical education was regarded as being of essential value. Also that bulletins possess certain unique possibilities when used as a supervisory medium.

**Purpose of Bulletins.**—The supervisory bulletin serves as an excellent means of keeping the entire staff informed with regard to various aspects of the program. In terms of maintaining contacts with staff members with a minimum expenditure of time, the bulletin perhaps has no equal. Information dispensed by this method can be brought to the attention of the staff members in the entire school system without having them convene in one central location.

As well as being a time-saving device the bulletin serves the purpose of supplementing the regular curriculum materials. For example, certain new procedures may be developed after the curriculum guide has been printed. Bulletins can be used to amend or supplement the curriculum to include these new procedures if the staff feels that they are desirable. Bulletins of this nature are also useful when the curriculum is revised, since some of the information contained in the bulletins may be incorporated into the revised manuscript.

**Advantages of Bulletins.**—The supervisory bulletin possesses certain advantages which are not likely to be found in other techniques. In this regard it should be pointed out that the bulletin will make its

greatest supervisory contribution when used as a supplementary technique. In other words, its value will be commensurate with the way it is used in relation to accepted supervisory practices. This implies that the success of bulletins is dependent upon and interrelated with a variety of supervision procedures.

One of the unique advantages of the bulletin is that it can be placed at the disposal of all staff members almost simultaneously. This is a highly important feature when it is necessary to change a certain school physical education policy or procedure. Factors that need immediate attention can be considered through the bulletin more satisfactorily than other supervisory techniques. Another advantage of the bulletin may be found in its use as a connecting link with other supervisory practices. For example, a successful lesson observed by the supervisor may provide material for a bulletin which can be circulated among all teachers. Furthermore, such a bulletin may pave the way for subsequent group or individual conferences.

**Limitations of Bulletins**—Although the bulletin has an advantageous potential, it may also be encumbered with certain disadvantages. Valuable as bulletins may be, supervisors of physical education should realize that they have definite limitations. Indeed the bulletin should not be considered a panacea as far as supervision is concerned and it should not be employed to the exclusion of other supervisory techniques. The use of bulletins as a lone procedure is to be deplored and the supervisor who spends a greater portion of his time issuing abundant and meaningless directives is not likely to contribute greatly to instructional improvement.

The bulletin has a distinct purpose in the total program and personnel using it as a supervisory medium should be aware of its limits in improving the learning situation. The extent of usefulness of a supervisory bulletin will depend a great deal upon the competency of the person preparing it. Some individuals do not possess the faculty for developing a suitable bulletin. While this is not a criticism of the technique, it does curtail the use of bulletins in some instances. Furthermore, the fact that some staff members may be apathetic and indifferent to the use of bulletins may place a restriction on its practicality as a supervisory technique.

**Kinds of Bulletins**—Bulletins may be predominantly administrative or supervisory, with the former conveying general routine information to all teachers. The types of bulletins described here are

those used purely for supervision purposes for physical education staff members. While supervisory bulletins might be broadly classified as general and special, there is perhaps little difference in a bulletin developed mainly for supervision purposes. The general supervisory bulletin which contains a variety of information is usually more comprehensive than the special bulletin. The latter may be designed as a more or less *specific* aid to teachers. However, in reality, supervisory bulletins whether general or special, have essentially the same purpose and that is to bring about instructional improvement. This being the case, the differences that do exist in bulletins are generally concerned with the method in which ideas are presented.

The form that the supervisory bulletin takes will, in the final analysis, depend largely upon the ingenuity of the supervisor. He may perhaps want to vary the make-up of the bulletin to provide for individual differences among teachers and the variety of needs in teaching situations. When the supervisor is able to identify certain weaknesses in the physical education program, he will then be in a better position to gear the bulletins to local needs.

A few types of bulletins are suggested on the following pages. The reader should recognize that ideas for various types of bulletins are unlimited and that those recommended here by no means exhaust the possibilities.

**SUGGESTION TYPE BULLETIN.** Some supervisors prefer to issue bulletins in the form of suggestions. This style of bulletin perhaps has a good psychological impact in that the bulletin is not mandatory in any sense of the word. Suggestions are made and teachers may incorporate as many of them as seem desirable into their teaching procedures. The following is an example of a suggestion type bulletin:

#### SUGGESTIONS FOR ALLOTMENT OF CLASS PERIOD TIME

Most of us feel that our time allotment for physical education is grossly insufficient. For this reason we want to conserve time whenever possible so that we may get the optimum benefit from the physical education period. One way of conserving time is to plan each lesson carefully. In this connection, three plans of organization for the one-half hour physical education period are suggested here for various types of activities.



*Plan A*

	5 minutes
Free Play	10 minutes
Games	10 minutes
Rhythmic Activities	5 minutes
Evaluation	

*Plan B*

	5 minutes
Free Play	10 minutes
Self testing Activities	10 minutes
Games	5 minutes
Evaluation	

*Plan C*

	5 minutes
Free Play	10 minutes
Introduction of New Activities	10 minutes
Activities Selected by Pupils	5 minutes
Evaluation	

**PERSONAL STYLE BULLETIN** Sometimes it may be advisable to issue bulletins with a more or less personal touch. This might take the form of a personal letter to convey important information to teachers. While this kind of bulletin may be found useful when circulated among all staff members, it may also be sent to certain groups of teachers who are having difficulty with the same kind of problem. Although the same form letter may be issued to a group of teachers, a space left for the individual teacher's name may add a more personal aspect to the bulletin. The following example may serve to illustrate this method.

Dear \_\_\_\_\_

There is no end to the ingenuity of the members of our staff. Last week when I visited Miss Brown's third grade class at Center School I witnessed a unique form of motivation.

The class had been engaging in a variety of self testing activities recommended in our course of study. They were divided into rotating squads with each squad working on a different activity. Each group was represented on the bulletin board by a small paper ladder. When ever an entire squad accomplished the standard for an activity it moved up one rung on the ladder.

It was interesting to note the concern that a squad had for its individual members. Those pupils who were among the first to achieve in an activity set about assisting others so that the squad could get an other rung on the ladder.

Miss Brown reports that the use of this device has been most gratifying and I have told her that I would like to submit this idea to other teachers for their consideration.

Perhaps you too are doing something that would be of benefit to other staff members. If so, I hope that you will not hesitate to pass along this valuable information.

Sincerely yours,  
Supervisor of Physical Education

**BULLETINS WHICH POOL IDEAS OF TEACHERS.** It is the wise supervisor who gives credit when and where it is due. This may be done in the form of a bulletin which contains outstanding procedures used by various teachers. It is a common practice in industry for the management to reward an employee who submits a suggestion for the betterment of plant operations. While this practice may not be advisable *in toto* in education, it may be approximated through supervisory bulletins. A bulletin containing certain unique ideas used by teachers serves to benefit other members of the staff. At the same time the contribution of the teacher is recognized and this may spur other staff members to call upon their resourcefulness for new ideas. The following example depicts this type of bulletin:

#### COLLEAGUE CONTRIBUTIONS

Miss Black at River Elementary School has inaugurated a Mothers' Bean Bag Club. This organization originated for the purpose of making bean bags for use in the school's physical education program. It has now grown to the extent that fathers have been taken into the fold for the purpose of constructing basketball backboards. It looks like public relations at its best. And most important, the children are benefitting by it.

\* \* \*

We have all heard of integration in education. Mr. Green at Central Junior High has approached it from a new angle. A number of boys from his physical education classes are constructing physical education equipment during their industrial arts period. Mr. Green reports that both departments are happy about the idea and that he is getting some much needed equipment that he would otherwise have to do without.

\* \* \*

Mrs. White's sixth grade boys at Denton School are in the process of collecting old brooms and mops. No, it isn't clean-up week, but the handles of these worn out household appliances are used in a variety of stick tricks in which Mrs. White's class has become quite proficient.

**BULLETINS PREPARED BY TEACHERS** On occasion it may be advisable to have a committee of teachers develop materials for a bulletin. This might be done with or without the aid of the supervisor. However, the supervisor would probably want to examine the bulletin and make suggestions before it was distributed. The following is a sample excerpt of a bulletin developed by a committee of primary teachers in a school system where an organized physical education program had been recently inaugurated.

### HAVE FUN

The keynote to the new physical education program is fun! This is one chance during the day for everyone in the room to exercise, relax, and enjoy himself.

We are interested in the child's health and physical well-being. That will automatically follow with a program of gaiety just as a hearty laugh at the dinner table aids digestion.

We are all very young at heart or we wouldn't be with the primary groups. This is our chance to break loose from the cares of the world and have fun too. Have you noticed how responsive a group is when the teacher is enjoying herself—acting like a normal person and is being one of the kids?

The activities can be planned together for some future period aside from the gym class in order to save time. Amount of time (?) 20 minutes a day, 3 days a week.

Time of day—Judgment of the teacher—

The floor gets pretty dusty in the afternoon at certain times of the year. It doesn't always have to be the same time.

**Equipment**—That's a problem! Along with your own imagination, these might help: A balance board. The janitor can make one out of some old lumber. It's fun and quite a feat to walk on one. Try it! Skipping rope—cut up some clothes line! Use one of the ropes to string up so a ball can be thrown over. This can take the place of a net until we can get some real ones.

Don't become discouraged in this new venture—The program will improve as time goes on. Lots of luck and do **HAVE FUN!**

As mentioned previously, the types of bulletins illustrated here are but a few of the unlimited number of possibilities. Supervisors should not be expected to conform to a specific pattern as far as types of bulletins are concerned. Each individual will perhaps have his own ideas as to what type of bulletin will best meet the needs of the local situation. While format and approach may differ, the basic considerations

tion to keep in mind is that the fundamental purpose of the bulletin is to bring about an improvement in the teacher-pupil learning situation in physical education.

**Sources of Materials for Bulletins.**—While a variety of sources may provide material for the content of bulletins, a majority of these sources can perhaps be placed within the scope of the following categories:

1. Observation by the supervisor
2. Professional literature
3. Conventions and professional meetings

**OBSERVATIONS BY THE SUPERVISOR.** While the primary purpose of the supervisor's observation of teaching is to aid the observed teacher, other worth-while outcomes may be derived from this procedure. One of the important results of observation is the variety of new ideas that the supervisor is able to accumulate through his visits to various teachers. This philosophy of modern supervision, which is in direct opposition to the autocratic point of view, implies that the supervisor is a learner as well as a helper. As the supervisor gathers new ideas through his observation of teachers, he should attempt to devise some suitable method of dispensing this information to other teachers in the system. Perhaps one of the best ways of circulating this information is through the supervisory bulletin. Some of the sample bulletins on the preceding pages illustrated how material gathered through visitation could be used as a source of bulletin content. This procedure provides for a sharing of experiences, and staff members are likely to develop a greater incentive for creative action. As a result of observation, the supervisor can become a coordinator of ideas and thereby capitalize on the ingenuity and resourcefulness of teachers by passing information on to other staff members. The supervisory bulletin might well serve his purpose as a medium of expression in transmitting these messages.

**PROFESSIONAL LITERATURE.** In that many teachers are likely to refer to the professional literature to a rather limited extent, supervisors should devise some means of channelling information to them. A variety of professional journals and magazines can be drawn upon freely for source material for bulletins. The following list, by no means complete, indicates a few periodicals which might be used for this purpose:

1. The Journal of the American Association for Health, Physical Education and Recreation
2. The Research Quarterly of the American Association for Health, Physical Education and Recreation
3. The Athletic Journal
4. Scholastic Coach
5. The Physical Educator
6. The Journal of School Health
7. Recreation
8. Safety Education

Along with these periodicals, which are more or less specifically concerned with health and physical education, a variety of other publications dedicated to school administration, child growth and development, and general aspects of education are likely to contain suitable material for the bulletin.

While teachers generally agree that some valuable information can be derived from reading periodical literature, they also feel that demands upon their time make it difficult to accomplish. This being the case, much of the good material in the professional literature does not reach those persons for whom it is ultimately intended. This is particularly true with regard to research. While there is an abundance of worth-while research in the area of physical education reported in the professional journals, a relatively small part of it reaches personnel engaged in public school physical education. This unfortunate situation has been substantiated by a number of informal surveys. For example, in one graduate class of fifty students, thirty-five of whom were actively engaged in teaching physical education in the public schools, only ten had previously heard of *The Research Quarterly of the American Association for Health, Physical Education and Recreation*. Out of the ten that knew that this research periodical existed, none read it with any degree of regularity. Two of the chief reasons given for not reading it were a lack of time and inability to fully understand various statistical procedures used in the interpretation of data.

The failure of the teachers to read professional journals can be partially overcome by utilizing the professional literature as source material for supervisory bulletins. In this way desirable materials can be routed to staff members with recommendations for adaptation to local needs. In the case of research which is applicable to public school physical education, the material could be condensed and reduced to more understandable terms. This is particularly important in the case of the majority of elementary school classroom teachers of physical edu-

cation. Because of the fact that they have numerous other subjects to teach, they are less likely than special physical education teachers to consult the professional literature in the field.

There are numerous instances where supervisors themselves have an insufficient amount of time to use professional literature in keeping staff members abreast of the times. When this condition exists committees of teachers may be designated to explore the professional literature for worth-while material for bulletins. At any rate some method should be devised which will bring to the attention of teachers outstanding contributions to the professional literature. The bulletin appears to be an excellent medium for this purpose.

**CONVENTIONS AND PROFESSIONAL MEETINGS.** Although it would be ideal for every staff member to attend all conventions and professional meetings, the impracticability of this may be readily seen. Sometimes certain teachers may be designated to attend professional meetings and report back to the staff, but quite often these meetings will be attended only by the highest ranking person in the school physical education program. The person attending meetings should assume the responsibility for bringing back material that might be useful to the local teaching staff.

Activities that take place at conventions and professional meetings such as panel discussions, demonstrations of new procedures, exhibits by various professional and commercial organizations, and speeches by leaders in the field provide many new ideas which might be applied to the local physical education program. After the supervisor has collected material, he should make arrangements to pass it on to his staff members since most teachers are eager to learn of new ideas and to find out what others are doing in a similar situation. The bulletin provides a most satisfactory method of relaying this information to staff members.

**Essential Characteristics of Supervisory Bulletins.**—Much of the success that the bulletin achieves in reaching its objective as a supervisory technique will no doubt depend upon a variety of factors coincident with its preparation. While committees of staff members sometimes assist with bulletins, the bulk of the responsibility is likely to rest with the supervisor. In this connection, the following characteristics might be deemed essential in helping bulletins reach the desired objectives:

1. Brevity could well be a watchword in the preparation of bulletins. It is often difficult to make written explanations

brief without losing the main content. However, teachers are likely to be reluctant to read thoroughly a voluminous document.

2. Insofar as possible bulletins should focus upon a specific problem rather than attempt to cover a multitude of items simultaneously.
3. When advisable teachers should participate in the preparation of the bulletins. This procedure is likely to provide for more creative action in supervision.
4. Bulletins should contain certain constant features that will help to provide for continuity. In this way readers will have something concrete to look for in terms of instructional improvement.
5. Faultless grammar should prevail in bulletins. While the writing style of persons preparing bulletins will differ, mis- use of grammar is inexcusable. For this reason it may be advisable to have all bulletins edited before they are issued.
6. Bulletins need not be confined to the written word. Illustrations such as diagrams and graphs are often necessary to elucidate the message conveyed by bulletins. This is particularly true in physical education where dimensions of playing areas are more easily interpreted in diagrammatic form.

**Frequency of Bulletins**—There is little uniformity of practice with regard to how often supervisory bulletins should be issued. While some departments of physical education may issue bulletins as often as once a week, others may use printed matter only in the form of an annual handbook. In between this wide range will be found instances where bulletins are issued bi-weekly, monthly and semiannually. The monthly bulletin is perhaps the one most often used in departments where bulletins are issued regularly. In some cases departments prefer not to hold to a rigid routine schedule in sending out bulletins to staff members, believing that this material should be issued infrequently and as the need arises. Still others favor a combination of both of these methods since they feel that additional bulletins may be needed to supplement or bridge the gap between the regularly issued bulletin.

Perhaps no final recommendation can be made with regard to how often bulletins should be issued as this condition should be governed by the needs of the local situation. The frequency with which bulletins should be sent out will perhaps depend in a large measure upon the community size and the teacher supervisor ratio.

**Evaluating Bulletins.**—In order to determine whether bulletins are meeting the purpose for which they were designed, supervisors should devise some method of evaluating them. The competent supervisor will certainly want to know if the time spent in preparing bulletins is justified. He will want to find out how much effort is wasted in attempting to apply this technique, and how often bulletins find their way into the well-known receptacle referred to as the "circular file." In addition to determining what use is being made of the bulletins, the supervisor should always be on the alert to detect ways and means of improving the bulletins.

How then can he evaluate the bulletins that have been issued? To be sure, any evaluation that he may make is likely to be of a subjective nature. However, in this situation there is reason to believe that such an evaluation will contain a high degree of validity. Perhaps one of the most effective means of evaluating supervisory bulletins lies in subsequent contacts with teachers. Reactions of teachers should provide clues which should aid the supervisor in determining the extent to which bulletins are used, and also ways in which bulletins can be improved. For example, when the supervisor visits a teacher he has an opportunity to see what use has been made of material contained in bulletins previously issued. It may be discouraging to the supervisor to have the teacher ask a question which has been answered in a bulletin, or to state that he would like information on a certain procedure when that information has already been dispensed through a bulletin. While the supervisor may feel that the teacher in question has not consulted the bulletin, it may be entirely possible that the bulletin has been read but not fully understood. Consequently, whenever the supervisor finds himself in this situation he should attempt to find out whether the bulletin was read or whether it was read and not understood.

Through visitation and other contacts with teachers the supervisor should be able to decide the extent to which bulletin material has been used as well as to determine how well the meaning has been conveyed. Consequently, he should be activated to make improvements when subsequent supervisory bulletins are developed.

### Questions for Discussion

1. What are some unique features of the bulletin as a supervisory technique?
2. What are some of the advantages and disadvantages of bulletins in supervision?
3. What are some of the essential characteristics of supervisory bulletins?
4. How often should bulletins be used?
5. What are some of the techniques you might use in the evaluation of bulletins?



## Suggested Class Activities

- 1 Write a brief summary on the current use of bulletins in supervision.
- 2 Review the types of sample bulletins presented in this chapter and write a short summary on the type that you think would be most effective.
- 3 Form a committee to prepare a specific type of bulletin.
- 4 Collect some bulletins from a school with which you are familiar. Bring these to class for the purpose of discussion.
- 5 Consult a recent physical education publication for the purpose of determining how its contents might be used for bulletin ideas.
- 6 If you have recently attended a conference or convention write down some of the ideas that you acquired. Use this material in constructing a bulletin.

## References

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- 3 Lindeburg Franklin A. "Organization and Operation of Supervision of Physical Education for Boys in Large Secondary School Systems in California" Doctoral Dissertation University of California Berkeley California 1952
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## DEMONSTRATION IN SUPERVISION

**The Meaning of Demonstration in Physical Education.**—Demonstration as used in physical education has at least three well-defined meanings. One of these meanings is concerned with teaching method in which the teacher demonstrates, or shows the pupils how to execute a certain activity. A second meaning is related to the type of demonstration that is presented to the public for the purpose of showing the physical education activities being carried on in the school. A third meaning, and the one with which this chapter is primarily concerned, pertains to the observation of demonstration classes and demonstration teaching for the purpose of improving the teacher-pupil learning situation in physical education.

**Development and Status of Demonstration Teaching.**—Like visitation, demonstration teaching was one of the early supervisory techniques, having been practiced for many decades before the term "supervision" appeared in the literature. Perhaps the first organized effort to demonstrate methods of teaching occurred in the United States over a century ago when Henry Barnard, Superintendent of Common Schools of Connecticut and later Educational Administrator for the State of Rhode Island, provided for a teacher with a class of twelve pupils to travel about the state to give demonstration lessons.

Some years later with the advent of organized physical education into the school curriculum, demonstration teaching became a rather popular supervisory technique in this area. It was more or less common procedure for the supervisor to visit and teach a demonstration lesson. In other words, the supervisor took the pupils through a variety of exercises and activities and the teacher was expected to duplicate this performance. While demonstration teaching in those early days took some of the inspectional tone out of supervision, it nevertheless exalted the supervisor as the supreme authority and left little or no opportunity for teacher initiative, thus tending to suppress creative action on the part of the teacher.

With the changing concepts of supervision, there is reason to believe that demonstration teaching currently has more to offer in the improvement of the teacher-pupil learning situation in physical education. This is partly reflected in the existing practice of having some demonstration lessons taught by successful physical education teachers instead of having the supervisor teach all such lessons. Furthermore, there is now a variety of kinds of demonstration teaching, whereas originally the supervisor demonstrated for the sole purpose of having the teacher emulate his pedagogy.

In spite of its popularity with teachers, demonstration is not widely used as a supervisory technique at the present time in physical education. In fact, it might almost be considered a neglected means of improving the physical education learning situation. Since some of the most outstanding public school supervisors of physical education attest to its importance and value as a supervisory technique, there are perhaps certain extraneous factors which contribute to its lack of use. Chief among these is the time involved in the preparation for demonstration teaching. On the other hand, when time is available, some supervisors may be apathetic and desultory toward this procedure. This is an unfortunate situation as it can accomplish much in the way of instructional improvement.

**Purpose of Demonstration Teaching.**—Demonstration teaching serves the purpose of providing for specific elucidation of new teaching procedures and new activities. This is particularly important in physical education as it is concerned predominantly with motor activity. When a teacher is able to see an activity demonstrated she is more likely to improve her procedure in teaching that activity. For example, an oral explanation of the forward roll to a classroom teacher untrained in physical education might at best be an abstruse way of conveying this information as compared to an animated illustration of the same activity.

It has been said that most individuals have a strong tendency to imitate. It might well be one of the purposes of demonstration teaching in physical education to capitalize on this tendency. This does not mean to imply that a teacher should observe a demonstration lesson and then copy identically that which was observed. On the other hand, the purpose of demonstration teaching will be adequately met only when the teacher is able to apply the observed technique to her particular situation. It should be the responsibility of the supervisor to assist in this application.

**Advantages of Demonstration Teaching.**—Someone has estimated that vision brings us about four-fifths of our knowledge. If there is truth in this postulation, the advantages of demonstration teaching are obvious. Ideas which may sound confusing and vague are likely to be more easily comprehended when a teacher witnesses them in practical application. Furthermore, demonstration teaching provides another way of varying the supervisory procedure, a factor which is highly significant in terms of individual differences of both teachers and supervisors. While one supervisor may be endowed with the eloquence of expression which makes his ideas easily understood, another who may not possess this faculty might be able to convey the meaning to the teacher through demonstration. Moreover, the many individual differences among teachers indicate that some may more readily grasp the idea of a method or a technique when it is demonstrated for them. This may be particularly true among elementary school classroom teachers who have a limited background of training and experience in physical education.

Another advantage of demonstration teaching lies in the fact that this supervisory technique may help teachers to avoid the rut of an unvarying path with respect to teaching. In other words, demonstration teaching should help teachers to evaluate various pursuits to problems concerned with teaching. Consequently, when teachers are able to watch others in action there may be reflected latent qualities of which the teacher may not have previously been aware.

The advantages of demonstration teaching presented here stress the idea that the attitude of "seeing is believing" should be applied to supervision. The following lines written by an unknown author may serve to amplify this belief

#### THE DEMONSTRATION WAY

I'd rather see a lesson  
Than to hear one any day.  
I'd rather you'd walk with me  
Than to merely show the way.

The eye's a better teacher  
And more willing than the ear,  
And counsel is confusing  
But examples always clear.

The best of all the teachers  
Are the ones who live the creed.  
To see good put in action  
Is what everybody needs.

I soon can learn to do it  
If you let me see it done.  
I can see your hand in action  
But your tongue too fast may run

And the counsel you are giving  
May be very fine and true  
But I'd rather get my lesson  
By observing what you do

**Limitations of Demonstration Teaching**—As valuable as demonstration may be in physical education it nevertheless has certain limitations. However it should be noted that most of the disadvantages attributed to this technique may be concerned with certain conditions surrounding demonstration teaching rather than with the technique itself. For example, some persons may feel that teachers might be inclined to duplicate the demonstration without a complete understanding of the purpose of it. This rigid duplication of a physical education lesson may have little to offer in the improvement of the physical education learning situation. However when this occurs perhaps demonstration teaching itself should not be condemned. The fault here no doubt lies in a lack of thorough preparation of the teacher for the demonstration and failure to assist him in making proper application of the demonstration to his own situation.

While teachers in general favor demonstration teaching there are some who express a negative attitude toward it and this sentiment among teachers might curtail its use. Perhaps one of the chief reasons why some teachers are apathetic toward demonstration teaching is that they feel that a prearranged demonstration presents a more or less unnatural situation. This criticism by some teachers is not wholly warranted. In reality we should perhaps attempt to approximate the ideal situation whenever possible. Certainly teachers should not be expected to put into practice an exact replica of that which was observed. However they should benefit by seeing a situation which approaches the ideal. With the help of the supervisor they should be in a better position to make proper application of the principles concerned and thus contribute to the improvement of the learning situation.

Above all teachers should have faith in demonstration teaching as a supervisory technique. If one of the main restrictions placed on demonstration teaching stems from teachers' objections to it then the validity of these objections should be thoroughly investigated. Once supervisors discover why some of the teachers do not subscribe to demonstration

teaching, constructive measures can be taken to provide for the type of demonstration that is most consistent with the needs of the local situation.

**Types of Demonstration Teaching.**—Demonstration teaching in physical education is generally concerned with methods of class organization, presentation of new activities, and approved methods and techniques of teaching. Types of demonstration teaching pertain to the personnel involved in the demonstration and how the personnel is used for the demonstration. In this relation, most of the various kinds of demonstration can be classified into two broad categories. That is, demonstration lessons that are taught for individual teachers and demonstrations arranged for groups of teachers. The following discussion will consider various types of demonstration teaching within each of the two broad classifications.

**DEMONSTRATIONS FOR THE INDIVIDUAL TEACHER.** Demonstration lessons for individual teachers are most often taught by the supervisor. The demonstration generally takes place when the supervisor visits the teacher. However, in some small school systems where the supervisor has teaching responsibilities of his own, he may ask the teacher to visit him and observe.

When the supervisor teaches a lesson to be observed by the teacher it goes without saying that he should have the capabilities commensurate with the job. If the supervisor accepts the responsibility for all demonstration teaching he takes upon himself a magnitudinous job. In other words, he must be an expert at teaching all of the various physical education activities at all grade levels, and it is doubtful that many supervisors possess this particular ability. For this reason, it is recommended that supervisors delegate a part of the responsibility for demonstration teaching to some of the outstanding teachers in the school system. In this way teachers should be able to benefit from the abilities of those teachers who may have a specific aptitude or talent in a particular activity. For example, one teacher in the school system may have had a good background of training in rhythmic activities and have the ability to teach these activities with a great degree of success. This teacher might well be used to demonstrate for other teachers, particularly if the area of rhythmic happens to be a weak spot in the supervisor's background.

When outstanding teachers in the school system are used to teach demonstration lessons, this procedure may be accomplished in several ways. A teacher may visit a colleague to observe that person's teaching.

This procedure of intervisitation which was described at length in Chapter VI has much to offer but at the same time it also has certain limitations. For example, while the observed teacher may do an admirable job of demonstrating a certain technique the observer may feel that it would be difficult to put this same technique into practice because of the conditions involved in adapting it to his own situation.

Another way in which the demonstration teacher may be used is to have her take the class of the teacher who is to do the observing. In other words, the demonstration teacher visits the teacher and teaches a demonstration lesson in place of the supervisor. The demonstrating teacher may be placed at a disadvantage because of the necessity of establishing rapport with the pupils and familiarizing herself in general with the surroundings. This factor is much more important in physical education than in the academic subjects because facilities and previous pupil experiences in physical activities exert such a decided influence on the methods and techniques employed.

Any form of demonstration teaching for individual teachers should perhaps be undertaken with certain precautions and forethought. As has been mentioned before, when the supervisor does the demonstrating he should be capable of putting across the technique so that the learning situation will eventually be improved. However his presentation should take place in such a manner so as not to show up the teacher. In other words, the demonstration should be in the form of a cooperative enterprise whereby the supervisor considers himself as a helper to the teacher rather than an exemplary pedagogue. This same situation should prevail when an outstanding teacher does the demonstration teaching otherwise some teachers might resent the idea of one of their associates being acclaimed as a prototype of the profession. In this relation much of the success of demonstration teaching for individual teachers may depend upon the more or less salubrious relationships that exist between supervisors and teachers. Consequently, this particular supervisory technique is likely to yield the most satisfactory results when principles of democracy are practiced.

**DEMONSTRATIONS FOR A GROUP OF TEACHERS.** Demonstrations for a group of teachers are perhaps practiced less frequently than demonstrations for individual teachers. Perhaps one of the reasons for this is that there is a great deal of time and preparation involved in a demonstration for a group of teachers. The group demonstration may have an advantage in that it is decidedly more economical than the dem-

pupils When pupils make up the class it is perhaps advisable that they be members of the class of the teacher who is doing the demonstrating The efficacy of this procedure, as previously mentioned, should make for a more effectual demonstration While the use of teachers as class members perhaps has less to offer than a class made up of pupils, this method does contain certain advantages For example, it might be possible that the pupils may not be available when the demonstration is scheduled This may be particularly true in instances where group demonstrations are held in the evening Furthermore, teachers may derive a certain benefit from participating in the demonstration since it gives them an opportunity to see the point of view of the pupil with regard to a certain activity In this way teacher participants in a demonstration might gain further insight into ways and means of improving the learning situation One of the chief disadvantages of using teachers for a demonstration class is that the observers may not get a clear understanding of how the methods and techniques employed will affect the pupils of the age level for which the demonstration is designed In other words, the reactions of pupils are likely to be entirely different than the reactions of adult participants Consequently it may be difficult for observers to anticipate exactly what the result of a certain method or technique might be when it is applied to the age level for which it is intended

**Preparation for Demonstrations** —Any demonstration to be successful must have adequate preparation This is true of the demonstration for individual teachers as well as a demonstration for a group of teachers While the demonstration for an individual teacher will perhaps involve less planning than the group demonstration, supervisors should certainly be aware of the importance of preparation for the individual demonstration In this connection, supervisors should perhaps be cautious of the practice of taking over a teacher's class during visitation A supervisor has every professional right to refuse a teacher's impromptu invitation to teach the class when he feels that he is not prepared to do so

The reluctance of the supervisor to teach the class may be interpreted by some teachers as a weakness on the part of the supervisor Teachers who assume this kind of attitude place the supervisor at a distinct disadvantage However when the supervisor rejects such an invitation to teach a demonstration lesson most teachers will perhaps realize that his disinclination is entirely justified In this regard, teachers



might critically analyze the situation by asking themselves the following questions: Would I teach without preparation? If so, would it be fair to the pupils? A majority of teachers would no doubt answer such questions in the negative. Why then impose upon the supervisor to teach on the spur of the moment? True, the supervisor should be considered as a superior teacher. However, to ask him to enter into a teaching situation without sufficient preparation has little if any justification since even the master teacher would not attempt to teach without being thoroughly prepared.

In preparing for demonstrations, whether they are for an individual teacher or for a group of teachers, there are certain basic considerations which should, no doubt, be given attention in the planning. Such factors as preparation of the demonstration teacher, preparation of the observers, and preparation of the participants may be considered as highly important to the success of the demonstration.

**PREPARATION OF THE DEMONSTRATING TEACHER.** One of the most important factors in demonstration teaching is the selection of the best available person to do the job. It has been mentioned previously that those individuals who possess unique teaching ability in a specific activity should perhaps be selected to demonstrate that activity. Whether that person happens to be the supervisor, or an outstanding teacher in the school system, he should be fully prepared before presenting the demonstration. For example, the demonstrator should have a thorough understanding of the techniques to be demonstrated and consideration should be given as to how best the observers might benefit from these techniques. If it seems advisable to preface the demonstration with a few preliminary remarks, the demonstrator should take this factor into consideration.

With respect to instructional materials, the demonstrating teacher should make sure that all such materials are available. These materials should be centralized in a location so that they will be immediately accessible when the demonstration is to take place.

If the demonstration is to be given at a site unfamiliar to the demonstrator, he should perhaps make an attempt to familiarize himself with certain conditions of the activity area. For example, he will perhaps want to know the size of the area and whether or not it is sufficiently marked or lined for the activities he expects to demonstrate.

While some of the points mentioned here may seem infinitesimal, they are nevertheless highly important if observers are to benefit from

a demonstration. Persons responsible for demonstration teaching can not be too meticulous in their preparation. A greater degree of success may be assured if the demonstration is given a trial run. This procedure might be useful in terms of the time element involved in order that it does not consume too much or too little time. Furthermore it may help the demonstrator to determine the most satisfactory way of presenting the activities so that observers will derive the greatest benefit.

If the supervisor does the demonstration he may want to confer with other teachers as part of his preparation for it. For example if he is planning a demonstration for an individual teacher he may decide to use a technique employed by another teacher in the system. In this case the supervisor would perhaps want to get further suggestions from the teacher in question. This situation occurs occasionally when a teacher has developed a new activity and the supervisor wishes to pass it on to other teachers.

When an outstanding teacher gives a demonstration lesson the supervisor should render as much assistance as possible in helping that individual prepare for the demonstration. The supervisor can assist the demonstrating teacher immeasurably by informing him of the purpose of the demonstration and the reason why certain specific techniques and activities are to be demonstrated. If the demonstration is being given when the demonstration teacher has a regularly scheduled class the supervisor should assume the responsibility of providing for a suitable substitute teacher for the demonstration teacher.

**PREPARATION OF OBSERVERS** Teachers who observe a demonstration should be thoroughly prepared for the presentation so that they will derive the greatest advantage from it. Because teachers may not be skilled in methods of observation it is important that they be given suggestions with regard to important features which might be observed. If this procedure is not followed it is possible that some teachers may lose sight of some of the main features which the demonstration was intended to convey. In other words there may be teachers who will look upon the demonstration purely as entertainment. While this is not to be condemned, it is doubtful if optimum benefit will be realized from the demonstration if the observers are not briefed on the objectives of the demonstration beforehand.

Information about a coming demonstration may be imparted to teachers through such media as supervisory bulletins, during visitation or at a staff meeting. If it is a group demonstration this announcement

should acquaint teachers with the time and place as well as the general purpose of the demonstration. Mimeographed materials pointing out the main items to be observed may be submitted to the observers prior to the time that the actual demonstration takes place.

The demonstrator may be attempting to show how a certain phase of the teaching-learning cycle in a particular activity might be accomplished. When observers are informed about this ahead of time the demonstration is likely to be more valuable to them. For example, one entire demonstration may focus upon the introductory phase of the teaching-learning cycle in a specific activity. If the observers have not been prepared for this in advance it may be entirely possible that the main purpose of the demonstration will escape them. This situation can happen easily when persons are not skilled in methods of observation; consequently, it is imperative that they be adequately prepared to detect the important features of the demonstration.

Another important factor in the preparation of observers for demonstrations is that they should not be asked to observe too many things at one time. In other words, it might be well to select a few or even one important point to concentrate upon. If the observers' needs have been previously identified the items selected for observation should be those that will best fulfill those needs. This is perhaps a better procedure than merely having teachers observe a demonstration lesson without having specific objectives in mind. It is interesting to note that sometimes student teachers and teachers with limited experience, after witnessing a physical education demonstration, will not know exactly what contributed to the success of the lesson. When this occurs it perhaps implies that the observers have not been given sufficient preparation for the demonstration.

**PREPARATION OF PARTICIPANTS** Participants should be told in advance that they are to take part in a demonstration. This is particularly important when pupils are used to make up the class for a demonstration lesson for a group of teachers as there are likely to be departures from the normal when visitors observe a class in action. Consequently, when pupils are prepared for visitors the teaching situation is more likely to approximate the normal conditions.

Another factor that should be taken into consideration in the preparation of pupil-participants is the selection of the class for the demonstration. Pupils with varying degrees of skill and ability in an activity should perhaps be used for the demonstration rather than those pupils

who have demonstrated the greatest degree of proficiency For example if the demonstration is concerned with the teaching of a variety of tumbling activities the observers should be given an opportunity to see what procedures are used to provide for individual differences in the abilities of pupils This would be difficult to portray if only the most highly skilled tumblers were used in the demonstration

When teachers are used as demonstration participants they should be informed of the purpose of the demonstration and the activities that are to be presented It might be advisable also to have the teacher participants meet with the demonstration teacher and go through a trial run of the demonstration In this way they will perhaps be more likely to develop a clearer understanding of the demonstrator's techniques and consequently be able to present a more worthwhile demonstration

If the teacher has requested an individual demonstration by the supervisor it is the teacher's responsibility to tell the pupils that the supervisor is going to teach the class This can be done by letting the pupils know that the supervisor is going to help them with a certain skill or teach them a new activity Experience has shown that this contributes to a propitious relationship between the supervisor teacher and pupils An actual example of the value of this procedure is that in which a teacher prepared her children for a demonstration to be taught by the supervisor This particular teacher notified the supervisor in advance that she would like to have him teach a certain activity to her first grade class The pupils were told that the supervisor would visit them on a certain day and that he had planned a new game for them Needless to say the children looked forward to the supervisor's visit with great eagerness Consequently upon his arrival the supervisor was greeted by an enthusiastic group of children which provided an excellent setting for the demonstration lesson

**Conducting the Demonstration** —When a supervisor or a superior teacher conducts a demonstration for an individual teacher she has every reason to expect superior teaching Consequently the person doing the demonstration teaching should possess those competencies that are essentially important in the specific physical education activities and techniques which should be helpful to the observer While the supervisor should in no way deliberately detract from the effectiveness of whatever teaching skill he possesses he should attempt to conduct the demonstration in such a way that the regular teacher will not lose the confidence of the pupils Although this factor has been mentioned

previously, it seems sufficiently important to bear repeating here. If the supervisor teaches a demonstration lesson with the idea of "putting on a show" for the teacher and pupils, the teacher may be placed at a disadvantage when she takes the class. The supervisor may be able to mitigate this possible eventuality by appearing before the pupils merely as another teacher. In this way pupils are more likely to look upon the supervisor as a helper who wants to join in the fun with them.

Conducting a demonstration for a group of teachers poses a somewhat different problem than the demonstration for the individual teacher. The chief reason for this is that provisions must be made for several observers rather than a single person. In this respect, the demonstration should be conducted in such a way that all of the observers are in a favorable position to see and hear all of the activities. Furthermore, provision should be made for a comfortable arrangement of the observers so that they may take notes on the demonstration if they wish to do so. During the demonstration it may be advisable in some instances to furnish a narrative accompaniment to provide for a clearer understanding on the part of the observers. In this case a public address system might be used to advantage if there is a large audience.

It may sometimes be necessary to conduct a demonstration in an unusual setting in order to accommodate a large number of observers. For example, the purpose of a particular demonstration may be to show how certain physical education activities may be carried on successfully in the regular classroom or a similar small activity area. In this situation it is evident that a very limited number of observers could watch the demonstration because all available space would be needed for activity. When this contingency arises the demonstration may be conducted in an area large enough to accommodate spectators, but the activities should be confined to the space and conditions for which they were intended under natural circumstances.

In so far as possible physical education demonstrations should perhaps be conducted on a positive basis. For obvious reasons this statement can be made without reservation when pupils are used as participants. However, although there may be little or no objective evidence to substantiate it, there may be situations where observers may profit from some intentional negative aspects of demonstration teaching. Two conditions come to mind in this respect. That is, when teachers are used as participants for a teaching demonstration and physical education methods classes for prospective teachers. Under these two conditions the participants as well as the observers may be asked to try to detect

certain aspects of teaching that are not in harmony with approved teaching procedure. While this technique may represent a sort of so-called "backdoor" type of teaching to some educators, it may contain some merit in that it may help to develop a keener sense of observation on the part of adult demonstration participants and observers.

**Following Up the Demonstration**—In order to attain the most effective results, opportunity for discussion should follow the demonstration. If observers are not given the occasion to analyze the demonstration through discussion, teachers may look upon demonstration teaching as a model to be followed. If this situation is allowed to develop the main purpose of the demonstration is apt to be defeated. In other words, teachers should not be expected to observe a demonstration and then accept or reject the demonstrated procedures in their entirety. Consequently, observers should be given a chance to express their own views and to ask questions freely of the demonstrator. This provides for a sharing of ideas and pooling of experience so vital to the success of any supervisory technique.

Furthermore, the discussion following the demonstration is likely to provide the observers with a more vivid understanding of how they might apply the demonstrated techniques and activities to their own situation. Herein lies a short-coming in many excellent physical education demonstrations. While teachers may agree that the techniques and activities were successfully employed in the form of demonstration, they may nevertheless feel that it would be impossible to adapt these same procedures to their own conditions. In many instances subsequent discussions will bring out how the features of the demonstration can be utilized in a variety of situations. Even though an observer acquires but one small idea that particular idea may be extremely valuable in improving the physical education learning situation in that individual's class. Through discussion these ideas may be amplified and they may be made more meaningful to the observers.

Whether or not definite criteria for evaluating the demonstration should be put in the hands of the observers before the demonstration takes place may be open to conjecture. On the other hand it may be more feasible to have observers develop their own criteria for evaluation at the time the discussion takes place, thus identifying more fully the needs of all observers. In this event observers should perhaps be encouraged to take written or mental notes on the demonstration since

this material should be helpful to them in evaluating the demonstration during the ensuing discussion.

When the supervisor teaches a demonstration lesson for the individual teacher, discussion can take place at the post-visitation conference. In the case of the group demonstration, the discussion may take place immediately following the demonstration or at a subsequent meeting scheduled for that purpose.

**Frequency of Demonstrations.**—The frequency of demonstrations for the individual teacher will depend largely upon the needs of the local situation and the time that the supervisor or demonstration teacher has available for this activity. It is perhaps most desirable for a demonstration lesson to be taught when the teacher expresses a felt need for this supervisory technique.

Some teachers may make a habit of asking the supervisor to take the class every time he visits. The fact that supervisors should not be expected to practice demonstration teaching with such a degree of frequency because they are not prepared to do so has been discussed previously. Moreover, if the supervisor teaches the class a major part of the time he has little opportunity to observe the teacher's work. For this reason, demonstration lessons for the individual teacher should perhaps be based in so far as possible on the specific needs of the teacher.

What has been said about demonstration teaching for individuals might be equally well applied with respect to group demonstrations. However, group demonstrations might well be used more frequently than current practice indicates. In regard to this, it should be noted that one of the chief reasons for infrequent use of group demonstrations is due to the amount of time and preparation involved in carrying out this particular supervisory activity.

**Demonstration Schools.**—Some large school systems maintain demonstration schools so that teachers may visit them for observation purposes. Also many large universities support laboratory schools where numerous research experiments are carried on and teacher-trainees observe and engage in student teaching.

The success enjoyed by demonstration schools has perhaps been greater in the academic subjects than in physical education. Exceptions to this may occur when a school system designates one of its schools as a health and physical education curriculum center. The Paul Revere Elementary School in Cleveland, Ohio, is an excellent example of a superior elementary school health and physical education curriculum

center In this school demonstration classes are not only taught for teachers of the system but supervisors and teachers of adjacent communities may avail themselves of the opportunity to observe

**The Place of Films and Television in Demonstration Teaching.**—Some commercial organizations and state departments of education have films of physical education activities available for use of schools These films generally portray the skills and abilities involved in certain physical education activities and they may be useful to accompany a regular demonstration as a part of the demonstration program

If the physical education department has the necessary equipment for making films at its disposal, it is highly recommended that group demonstrations be filmed In this way the demonstration is preserved for future use The films may also be put to practical use in evaluating the demonstration It should be mentioned here that the use of home-made moving pictures in connection with demonstration teaching is very limited at the present time However, some schools follow a practice of filming one or two special events during the year

It may be a premature generalization to say that television offers great promise as an educational medium However, the current wide spread exploration in this area would seem to indicate the concern that educators and others hold for the possibilities of television in education While experts are pretty much in agreement that television is unlikely to totally replace the teacher, they do see prospects whereby it can be a valuable supplementary teaching aid In this respect the use of television in the future for demonstration teaching perhaps does not seem too remote and illusory at the present time A demonstration lesson televised to reach a great number of observers would appear to be a definite asset to supervision in physical education

### Questions for Discussion

- 1 What is the meaning of demonstration as applied to physical education?
- 2 What are some of the main purposes of demonstration teaching?
- 3 What are some of the limitations of demonstration teaching in relation to supervision?
- 4 What do you consider the main advantages of demonstrations?
- 5 What are some of the precautions which should be taken into consideration when the supervisor teaches a demonstration lesson?
- 6 What are some of the factors which should be taken into consideration in the preparation of the demonstrating teacher?



7. Why is it necessary to prepare the observers for a demonstration lesson?
8. What consideration should be given to the preparation of participants in a demonstration lesson?
9. How often should demonstration teaching take place?

### Suggested Class Activities

1. Interview a teacher for the purpose of finding out his views on demonstration teaching.
2. Write a brief summary on demonstrations for the individual teacher.
3. Teach a demonstration lesson in a physical education activity using the class members as the pupils.
4. Form a panel discussion group to discuss the problems involved in preparing for a demonstration lesson for a group of teachers.
5. Form a committee to discuss the problems involved in evaluating a demonstration lesson.
6. Form a group for a round-table discussion on the place of motion pictures and television in demonstration teaching.

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## GENERAL METHODS OF IMPROVING THE PHYSICAL EDUCATION LEARNING SITUATION

**Q Improvement of Instruction and Professional Growth of Teachers.**—Supervisory practices are oftentimes divided into two broad categories. That is, practices directed toward or concerned with the improvement of instruction, and practices directed toward or concerned with the professional growth of teachers. It may readily be seen that when supervisory procedures are classified in this manner, much overlapping is likely to occur. However, the important consideration in modern supervision is that all supervisory agencies should be concerned with the improvement of the teacher-pupil learning situation in physical education. Consequently, regardless of the supervisory procedures used, they should all be directed toward this end.

The last four chapters have intended to emphasize certain supervision techniques more or less directly related to the learning situation in physical education. It will be the purpose of this chapter to discuss certain supervisory agencies that might be considered as general ways of helping to professionally improve teachers in-service, and as a consequence, bring about improvement in the learning situation.

**2 Workshops.**—Although a similar idea to promote teacher growth was begun in the form of teachers' institutes over a century ago, the workshop is a relatively new procedure in education. In many instances the term "institute" is still retained but the procedures used in the institute may conform pretty much to the ideas of the modern workshop. Barr, Buron and Brueckner give some substantiation to this belief by saying in effect that the teachers' institute was the workshop of its era. Perhaps one of the reasons for the retention of the term "institute" lies in the fact that numerous states still require by law attendance at institute sessions.

A brief discussion of the genesis and evolution of the modern workshop movement should be of interest at this point. It has been expressed

previously that the teachers' institute might be considered a forerunner of the modern workshop idea. In this connection, as in demonstration teaching, the original idea is said to have been conceived by Henry Barnard who inaugurated an institute at Hartford, Connecticut, in 1839. According to a report from the National Education Association Proceedings of 1922, the original purpose of the institute was "to provide opportunity for review of the common subjects, to give acquaintance with successful methods of teaching and school management, and to stimulate teachers to self-improvement."

The early institutes gave a preponderance of attention to the academic subjects. However, it is interesting to note that an institute handbook compiled by Samuel Bates in 1864 listed, among other items for study, the consideration of whether physical culture should be instituted as one of the regular branches of instruction in the schools.<sup>4</sup>

For many years the institute flourished as a forceful agency in the field of education. However, with the growth of new ideas for professional in-service assistance to teachers, it became evident that the institute as originally developed might be of doubtful use as an agency for the professional progress of teachers. Perhaps one of the reasons for this was that the place of the teacher in the early institute was chiefly that of a listener. In other words, teachers themselves had little opportunity to actively participate by way of mutual discussion of common problems.

In antithesis to the original institute idea, the modern workshop emphasizes the teacher as an active participant. This does not mean to imply that the various types of current procedures referred to as teachers' institutes, and utilized in many school systems today, are formulated on the same basis as their early predecessors. On the other hand, present day institutes for the most part perhaps take place in such a way that teachers have an opportunity to engage in a sharing of ideas and pooling of experiences for the purpose of arriving at a tentative solution of common problems. The point that should be made clear here is that the present trend seems to be in the direction of the concept of the modern workshop idea, whether the actual name given to the procedure be termed "institute" or "workshop." As has been mentioned before, terms may have little influence on actual practice. This is borne out by the fact that a number of school systems engage in physical education workshops for "institute credit" required by laws of certain states. This would seem to forecast an eventual passing of the term

institute in favor of the term workshop particularly in the field of physical education

Perhaps the first modern educational workshop was the one that convened in the summer of 1936 under the auspices of the Progressive Education Association. This new plan for teacher growth and improvement in service was almost immediately universally accepted. During the intervening years the workshop has enjoyed a great deal of success in numerous educational areas with the field of physical education using this medium to distinct advantage. There has been a number of advantages postulated for the workshop in physical education. One of its most outstanding features stems from the fact that it is based on democratic principles. Teachers become active participants and work toward the possible solution of problems concerned with their own situation. The physical education workshop brings together people with common interests thus giving them an opportunity to share each other's experiences.

② Workshops in physical education may be carried on in a variety of ways. Teacher training institutions are making more widespread use of this type of experience at the present time. State departments of education sometimes assume the responsibility for workshops and in many instances this agency combines its efforts with the teacher training institutions in promoting the workshop idea. Another way in which workshops are carried on is through the State Associations for Health, Physical Education and Recreation with some commendable work being done by some of these state groups. Workshops of this nature have stimulated local communities to establish their own school system workshops in an effort to more definitely meet the needs of local teachers.

There are a variety of ways in which school system workshops in physical education may be effectively carried on. Some schools make a practice of holding a workshop before the school year starts while others may divide the time for a session at the close of the school year as well as when school starts. There are still other school systems that hold workshops periodically throughout the school year. In some instances teachers are paid for workshop attendance particularly when the workshop session is considered as a part of the school year. While many different procedures may be used in carrying on local school system workshops each school will incur certain problems that may be manifested in a variety of ways. For this reason it is doubtful that a general recommendation can be made for all schools in the development of local

workshop procedures. Such factors as time available, personnel, finances, and local needs materially determine the organization of physical education workshops at the local level.

The practice of organizing workshops for the in-service training of teachers has become so widespread in a relatively short time that it may be difficult to identify certain trends and to adequately appraise their full potential. However, there appear to be certain developments that might place a limitation on the workshop as an in-service training device. In other words, in some cases the term "workshop" has been used to refer to a variety of meetings that may not conform to the basic ideas underlying the true spirit of the workshop program. For example, when a series of all-day lectures comprises a program, it should not be misconstrued as a workshop. The term "workshop" might be interpreted in a combined literal and figurative sense. Teachers and others convene to "work" and "shop"; to work with others in the solution of problems of mutual interest, and to shop for new ideas that may be adapted and applied to their local situation. A workshop carried out on this basis would seem to hold a great future as an agency for eventual improvement of the teacher-pupil learning situation in physical education.

3 **School System In-service Courses.**—In-service training classes in physical education serve the purpose of helping teachers to develop skills in activities in which they have had little or no previous training or experience. These classes may be taught by the supervisor, or a teacher who has outstanding skill and ability in a specific activity. Classes of this nature have particular value for elementary school classroom teachers who have the responsibility for teaching physical education. Since a great majority of these teachers are likely to have a limited background of training and experience in physical education, in-service courses afford them an opportunity to develop a reasonable degree of proficiency in various activities.

There are several ways in which such classes may be carried on. Occasionally, these classes will occur during school hours, but generally they are likely to be held in the late afternoon after the school day is completed. In some cases they may take place in the evening or on Saturdays. The time that such classes convene will depend upon when the greatest number of interested teachers are available, since release time of teachers is a very important problem in conducting classes of this type.

In order to determine those teachers who are interested in certain activities, the supervisor should perhaps survey the teaching staff. In this way the need for such instruction originates with the teacher. When a sufficient number of staff members indicate an interest in an activity, a class can be organized on the basis of the information obtained through the supervisor's survey. In other words the course can be arranged in such a manner that the greatest number of people can be accommodated.

In some school systems where in-service classes for teachers are taught, the participants are given credit for this work in the way of salary schedule increment. Although this practice is concerned with extrinsic motivation, it seems justifiable in this case. It seems advisable also to give some sort of credit or compensation to those individuals who teach in service courses, particularly if they take place after school hours. If it is a policy of the local school system to allow extra remuneration for extra-class activities, teachers of in-service courses might well be considered for this additional compensation.

4 **Clinics**—The educational clinic idea derived from its counterpart in the medical profession, is experiencing widespread acceptance in the field of education. Haskew<sup>4</sup> defines the educational clinic as "an enterprise in which a portion of an actual educational program is examined by persons interested in and familiar with the field under consideration, is then discussed evaluatively, and finally serves as the basis for planning improvements." While much may be said for this type of clinic in physical education, it has been used to a rather limited extent. An exception in this regard occurs with respect to the athletic clinic which has been used rather extensively, particularly in the area of secondary school interscholastic athletics. The content of the athletic clinic is generally concerned with interpretation of rules, discussion of playing strategy, and explanation and demonstration of skills. A similar type of clinic which would emphasize a variety of physical education activities appears to be a worthwhile method for helping to improve the learning situation. However, this type of activity has had rather limited use as a supervisory technique.

(5) **Advanced Study**.—Educators universally subscribe to the thesis that education is a continuous process. Whether or not all teachers accept this belief is open to conjecture, since reference is made to some teachers, who have been teaching for two decades as having one year of experience twenty times. The writers would like to think that this

situation is an exception more than the rule with respect to a majority of teachers. For the most part, supervisors of physical education feel that it is their duty to encourage staff members to aspire to a higher professional status. Substantiation for this statement is indicated in a study of outstanding public school physical education personnel which showed that the group surveyed attached extreme importance to professional growth. While advanced study may be carried on in several ways, this means of professional growth can perhaps be placed in the two broad categories of (1) institutional training and (2) independent study.

**INSTITUTIONAL TRAINING** Many institutions of higher learning offer summer courses in an attempt to meet the needs of public school personnel. Some of these institutions hold late afternoon and evening courses as well as extension courses to serve individuals in the adjacent areas. Teachers in service may sometimes criticize such courses as being too theoretical in nature and too far removed from their practical needs. However, it should be mentioned here that the content of any course which is not applicable, at least in part, to a practical situation is also devoid and lacking in its theoretical approach. Blanket criticism of these offerings is not entirely justified when it is considered that the courses must be more or less generalized to meet the many different needs of the class representation. Teachers attending such classes should perhaps do so with the idea in mind that only a portion of the course content may be applied to their local situation. Furthermore, a greater effort should be made on the part of those persons teaching these courses to bridge the gap between theory and practice. In this connection, the *extension* type of course can be of considerable value in that it can be geared to the needs of teachers in a specific school. For example, physical education activities considered in the course may be more readily adapted to the immediate facilities. An additional feature of this type of course is that it is economical for teachers since they do not have to travel.

Courses of this nature are sometimes arranged through the cooperation of the supervisor of physical education and the institution in question. In some remote instances the local board of education assumes a part of tuition expenses for teachers, although this is not a general practice. However, in a great many school systems, teachers are elevated to a higher salary level when they have completed a specified number of credit hours at an approved institution.

**INDEPENDENT STUDY** Teachers whose attitudes are characterized by high professional standards frequently like to engage in independent study, and are often encouraged by supervisors to do so. This may take the form of professional study groups or in some instances individual study for professional improvement. The former is evidenced in some school systems where staff members may engage in committee work particularly for the purpose of the advancement of the physical education curriculum. The value of any type of independent study is enhanced when it takes place on a voluntary basis. That is when the teacher feels the need for self improvement perhaps a greater contribution will be made toward the teacher pupil learning situation.

**Professional Literature**—The extent to which the professional literature is consulted will rest largely with individual physical education staff members. However the supervisor can and should play a major role in stimulating teachers to read worthwhile educational literature. To be effective in this respect the supervisor should read abundantly as one means of keeping abreast of the times.

It is frequently mentioned by some teachers that they do not have sufficient time to engage in professional or other types of reading. Since such reading is considered as practically indispensable to growth in service it is doubtful if this complaint is entirely justified if one is to abide by any reasonably high professional standard. This does not mean to imply that physical education staff members should be expected to read all of the recently published books and digest every article in all of the professional journals. If this were the case then the time element involved might be considered a more important factor. In this connection the supervisor plays a very significant part not only in encouraging staff members to consult the professional literature but in making worthwhile suggestions and providing guidance with regard to such reading. This may be accomplished in several ways. One such method discussed in Chapter VIII is concerned with using the professional literature as a source for supervisory bulletins. Another way of providing reading suggestions is through a connotated bibliography submitted periodically to staff members. Still another method and one which concerns a more or less personal and individual type of recommendation is through oral or written communications with teachers.

Whatever method is employed for the suggestion of professional reading to staff members one fundamental consideration must be kept in mind that is that reading materials suggested must be made available



This may be done by establishing a department library, or maintaining a section in the regular school library for physical education reading materials. Some school systems make annual allotment of funds on a departmental basis for the purchase of current professional reading materials. When this provision is made it would perhaps be a good idea to survey staff members in order to obtain their opinions with regard to the sources which they feel would most nearly meet their needs. In the case of the physical education departmental library, staff members may occasionally pool their individual material for the use of others. If the physical education budget permits, this core library may be augmented from year to year.

After the reading materials are made accessible and methods of channeling suggestions for reading to staff members are determined there remains one of the most important, but perhaps seldom recognized, fundamentals, related to professional and other types of reading. The consideration alluded to here is concerned with a critical analysis and evaluation of that which is read. It has almost become a fetish with some persons to accept the printed word as gospel. This is most unfortunate since progress in a field is not made by passively accepting all published material as infallible. Supervisors, teachers, and others must be made to realize that they have every ethical and professional right to critically evaluate materials appearing in printed form so that they as readers will be less likely to fall victim to illogical and biased thinking and propaganda. When this attitude is assumed by a majority of physical education personnel it should be realized that they have little or no obligation to contributors to the periodical literature and writers of textbooks. It is granted that a good portion of the current professional literature is worth-while and useful to physical educators. However, all such literature should be submitted to critical appraisal before it is accepted with any degree of entirety. In this regard supervisors and other physical education staff members are perhaps duty-bound to establish criteria for critical evaluation and appraisal of professional literature. When this is done readers may then perhaps develop the ability to fairly and justly appraise—both positively and negatively if necessary—those materials bearing on and affecting the profession of physical education. With regard to such criteria, the following list is submitted to serve as a rough guide in the analysis and critical appraisal and evaluation of professional literature.

## I SPONSORSHIP OF THE PUBLICATION

### A Books

- 1 What is the reputation of the publisher?
- 2 Is the publisher conservative and well established?
- 3 Is the publisher new and in the process of "building up" in terms of finances and volume of business?
- 4 Does the publisher have a tendency to commercialize in publications to the extent of accepting any type of material likely to sell regardless of quality?

### B Periodicals

- 1 What is the nature of the group or organization sponsoring the periodical?
- 2 Is the article biased because of the special interests of the group or organization sponsoring publication of the periodical?
- 3 If the periodical is published on a commercialized basis without any particular affiliation with special interest groups or organizations what is the reputation of those sponsoring the publication?
- 4 Is there a possibility that the article was accepted for publication largely because of friendship or politics rather than on a basis of worth quality and authoritativeness?

## II THE AUTHOR OF THE PUBLICATION

- A Can the publication be considered authoritative from the viewpoint of the background, training and experience of the author?
- B Is the author biased and prejudiced?
- C Is the bias reflected in the publication desirable or undesirable?
- D Is the author sincere?
- E Does the publication give evidence of the author's being fearful of criticism?
- F Does the publication give evidence of the author's merely seeking publicity?

## III BASIC AND UNDERLYING PHILOSOPHY OF THE PUBLICATION

- A Is the publication based on scientific facts so far as possible?
- B Is the philosophical treatment based on limited knowledge in the area or field?
- C Does the author lack a detailed understanding of the area with which he is dealing?
- D If the author lacks a detailed understanding of the area with which he is dealing has it adversely affected his presentations in the publication?
- E Is the publication in harmony with the best known practices in the area or field?

- F Does the publication present a progressive viewpoint? That is, does it project improvement beyond present practices?
- G Are examples and parallel situations cited truly representative and comparable?

#### IV. CRITICISMS

- A. Are any criticisms of practices of individuals or groups directed at the proper and responsible parties?
- B. Are the criticisms valid and justifiable on the basis of the background, training, experience, honesty, sincerity, and integrity of the author?
- C Is it a situation in which an "outsider" can best criticize?

#### V. REPETITIOUS NATURE OF THE PUBLICATION

- A. Is the publication largely a repetition of known facts and past publications?
- B. If the publication is largely a repetition of known facts and past publications, is it desirable in this case?

#### VI. GENERAL STRENGTHS AND WEAKNESSES OF THE PUBLICATION

- A. Are there sufficient strong points to justify publication? What are they?
- B Are there sufficient weak points to render the article or book questionable from the viewpoint of publication?

#### VII. SOURCES OF THE PUBLICATION

- A. Are the sources drawn upon first-hand and original?
- B. Are the sources published or are they of the interview type?
- C. Are the authors of the sources authoritative, honest, and reliable?

#### VIII. CONSISTENCY WITHIN THE PUBLICATION

- A. Are there contradictory statements or arguments in the publication?
- B Is the author consistent in all respects, including examples cited?

#### IX. COMMON ERRORS IN THE PUBLICATION

- A. Does the author mistake correlation for causation? That is, just because two things are present in a situation is it implied that one causes the other?
- B Does the author generalize on too few cases?
- C. Does the author generalize on unrepresentative data?
- D Does the author mistake a part for the whole?
- E. Does the author try to compare things that are not comparable?
- F. Does the author ignore negative evidence?
- G. Does the author yield to unreliable suggestions? That is, does he accept statements as facts without question or without asking for acceptable reasons?

## V. CONCLUSIONS OF THE PUBLICATION

- A Does the author conclude the book or article by making undue, unjustifiable and exhorbitant claims?

**Professional Associations**—Affiliation with fellow members of the profession provides a very desirable medium for professional improvement. Professional organization membership should instill in the individual the feeling that he is a component part of a movement consecrated to the progress of his profession. While membership in professional organizations should be on a voluntary basis physical educators should be willing to assume the obligation of supporting organizations dedicated to the advancement of the profession. However supervisors should perhaps attempt to interest teachers in such organizations and encourage them to actively participate in this type of professional activity.

When feasible, teachers should be encouraged to attend professional meetings and conventions, especially when such activities are held in a near by area. Attendance at these affairs enables teachers to witness first hand new developments in the field. Naturally it would be next to impossible for every staff member to attend all professional meetings. Consequently, some plan of rotation should perhaps be devised for attendance at such meetings. When provision is made for a limited number of teachers to attend those representatives should be prepared to report the proceedings to the entire staff.

**Research**—In general, research in physical education should be concerned with the collection, tabulation, analysis and interpretation of data which may be used to eliminate unsound practices, perpetuate current worth while practices and to discover new sound practices and procedures.

It is a well known fact that research provides the basis for a scientific approach to some of the problems in physical education which confront teachers and supervisors. However the ability to understand the significance of these problems will depend largely upon certain individual differences of staff personnel. In this connection there seems to be a tendency for too many physical educators to operate on the basis of static tradition and expediency. When this inertia is present certain dynamic qualities essential to a good program of physical education may be lost.

If physical education programs in the public schools are to keep abreast with the best modern practices and trends it follows that some

provision should be made for an organized approach to research in physical education. This should not be interpreted to mean that all research projects should be carried out on a local basis. It is common knowledge that graduate departments of our colleges and universities contribute large amounts of research from which the supervisor and teachers may draw for use in local situations. It is also recognized that local research bureaus, existing in some of the larger communities, will be especially interested in problems at the local level. In any event, in the final analysis, the producers of research might well look to physical education teachers in the public schools as the ultimate consumers. Therefore, the logical assumption would be that teachers should have a part in planning and carrying out research aspects in public school systems. The point of concern is that the teacher should not only be a consumer of research, but a producer as well. Nevertheless, there have been many pitfalls in the implementation of this theory.

Although physical education teachers in the public schools appear to be in an ideal position to make significant research contributions to the field, there are perhaps two chief reasons which combine to limit this activity. First, teachers in general are likely to have a limited understanding of the various techniques involved in scientific research. Second, most physical education teachers, because of heavy schedules, have little time to spend on the detailed intricacies which are necessary in carrying on research. When these two factors are taken into consideration, it becomes readily apparent that even those teachers who possess a research spirit and a desire to solve certain problems scientifically may be curbed in their aspirations. For this reason it seems imperative that the supervisor of physical education have a sufficient knowledge of the approved methods of research so that he can be of assistance to those staff members who wish to engage in this activity. Furthermore, the supervisor should make some attempt to provide time and facilities for teachers who wish to engage in physical education research. Moreover, the supervisor might well consider the possibility of interpreting with teachers those research studies which may be applicable to the local situation. In this way the supervisor becomes an important functionary in creating a research consumer attitude on the part of teachers.

In countless instances physical education teachers have demonstrated that they can make significant contributions to the field through research projects. However, for the most part this activity has taken place when teachers were working toward an advanced degree with the

research in question a partial fulfillment of the requirements for the degree. It seems logical to assume that if time and assistance were made available to them, many more worth while research contributions could be made by teachers on the actual firing line. This should be particularly true with respect to research in the grade placement of activities and the construction and validation of tests since teachers are in an excellent position for study in these areas.

The type of research which has been mentioned here pertains primarily to that of an experimental nature and should not be confused with the surveys and bibliographical documentation in which some physical education teachers take part in connection with their work. This does not mean to imply that the latter is less significant. On the contrary, research of this type is extremely important and perhaps in some instances it may be the only means by which certain problems may be solved. Consequently, teachers should be encouraged and stimulated to engage in problem solving by whatever means seems most satisfactory in terms of time, facilities, and validity of the end results.

The following generalized list sets forth some considerations with which the supervisor should be concerned in the promotion, expansion, and use of research in physical education.

- 1 Stimulate teachers to realize the importance of the creation of new and better procedures.
- 2 Stimulate teachers to creative thinking thus relinquishing the thought that certain practices should be perpetuated because of tradition.
- 3 Help teachers develop an interest in the research literature and its implications on their own present practices.
- 4 Use appropriate supervisory techniques (such as the use of bulletins discussed in Chapter VIII) in calling research studies to the attention of teachers.
- 5 Urge teachers to look toward the establishment of physical education programs on a scientific basis in so far as possible.
- 6 Encourage teachers to be unbiased in their thinking with respect to research.
- 7 Encourage teachers of like interests to pool these interests in scientific problem solving.

### Questions for Discussion

- 1 How do you differentiate between improvement of instruction and the professional growth of teachers?
- 2 What is the difference between a workshop and an institute?
- 3 What are some of the problems involved in conducting in service physical education activity courses within the school system?

- 4 How can advanced study contribute to the improvement of the physical education learning situation?
- 5 How can membership in a professional association contribute to the physical education learning situation?
- 6 What can the supervisor do to encourage teachers to take an active interest in research?

### Suggested Class Activities

- 1 Form a committee to prepare a program for a one day workshop in physical education.
- 2 Write a brief report on a physical education or an athletic clinic which you have recently attended.
- 3 Compile a bibliography from the professional literature which would be useful in in service training
- 4 Select an article from the periodical literature and critically appraise and evaluate it on the basis of the criteria set forth in this chapter
- 5 Write a brief summary on the place of teacher research in physical education.
- 6 Form a round table discussion group for the purpose of discussing the place of the teacher as a consumer of research

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## THE RELATIONSHIP OF SUPERVISION TO CURRICULUM DEVELOPMENT

**The Modern Curriculum Concept.**—Although the term 'curriculum' has been employed in a number of ways it is now more or less generally thought of as all of the school experiences which in one way or another influence the pupil. While this broad concept of the curriculum is not at present accepted in entirety by all authorities, there is perhaps reason to believe that there is a retreat from the idea that the curriculum consists only of a group of subjects or course outlines in a particular area.

It is interesting to note that in the past the terms "curriculum" and "course of study" were sometimes used interchangeably to convey an identical meaning. However, with the preponderance of contemporary thought viewing the curriculum in a broader sense, the course of study is now usually considered as one of the outcomes of curriculum development. In this connection, there are some schools of thought which see a recession in the use of the term "course of study." The reason for this may lie in the fact that the flexibility inherent in modern curriculum planning is bringing about a withdrawal of the fixed and prescribed procedures which have been associated with the course of study in the past. Consequently, in thinking of the course of study as an outgrowth of curriculum development one should consider the variety of other terms used to define printed materials placed at the disposal of teachers. In this regard it is noteworthy that terms such as "curriculum bulletin," "curriculum guide," and "teaching guide" are now commonly used to describe this material. The summary in Table V may be used as an example to indicate the current trend at least as far as terminology is concerned.

In order to keep pace with current advanced thinking in general education, the field of physical education should perhaps accept the broad concept of the curriculum. This is particularly important since there are so many facets and ramifications which combine to make a



TABLE V

A SUMMARY OF THE TITLES OF 44 SELECTED PRINTED TEACHING MATERIALS IN PHYSICAL EDUCATION ISSUED BY STATE DEPARTMENTS AND CITY SCHOOL SYSTEMS FOR TWO 15-YEAR PERIODS, 1923-1937 AND 1938-1952

TITLE OF MATERIAL	NUMBER	
	1923-1937	1938-1952
Manual	8	0
Program	1	1
Course of Study	7	5
Lessons	1	0
Monograph	1	1
Guide (Curriculum or Teaching)	0	6
Curriculum Bulletin	0	8
Syllabus	2	0
Plan	0	1
Suggested Activities	0	1
Outline	0	1

satisfactory program of physical education. Such factors as organization, administration, and facilities necessary in carrying out a well-rounded physical education program lend further evidence to the need for considering the curriculum in a broad conception. Furthermore, such activities as intramural sports and interscholastic athletics should perhaps be included as part of the total physical education program. In many instances, present as well as past, activities of this nature have been viewed by general education as extracurricular. This situation has occurred in spite of the fact that intramurals and interscholastics and other related activities should perhaps be thought of as an outgrowth of the basic physical education class activities. However, since the former are under the auspices of the school and provide experiences for pupils, it naturally follows that they should be considered as component parts of a physical education curriculum devised for the purpose of total growth and development of youth.

**The Need for Curriculum Planning.**—The need for emphasis on curriculum planning in physical education is becoming increasingly more important. One of the chief reasons for this perhaps lies in the fact that the objectives of general education and physical education are gradually fusing to the point where there is little if any difference in the ultimate aim. If modern education accepts as its goal the optimum development of youth, the field of physical education must direct its efforts toward making significant contributions to this goal. Consequently, constant study of physical education activities should be undertaken in order to determine to what extent these activities are contributing to the aims and objectives of education. Furthermore, when one accepts the broad concept of the physical education curriculum there appears to be a need for continuous scrutiny of possible educational values to be derived from certain areas in physical education. In other words, the necessity of developing a more solid relationship among the various phases of physical education, such as basic physical education activities, intramural sports, interscholastic athletics, and other experiences which influence the pupil, seems imperative to the success of the entire program.

The factors discussed here point up the need for more extensive curriculum planning in physical education. Many persons who are responsible for public school physical education programs have a realization of the urgency of this need. This is highly important since a major part of the various aspects of curriculum planning is likely to rest with these individuals who are accountable in a large measure for the improvement of the physical education teacher-pupil learning situation.

**Some Basic Principles of Physical Education Curriculum Development.**—In view of the fact that physical education is a relatively new field in the public school program, it seems essential that those persons responsible for curriculum development in this area should be guided by certain rules of action in order to avoid unnecessary pitfalls. The fact that some physical education programs may have developed on a more or less haphazard basis lends credibility to the idea that physical education curriculum builders should be guided by a set of sound principles. The list of principles suggested here is perhaps by no means all-inclusive. Neither is each principle a separate entity. On the other hand, it may be noted that they overlap to a large extent and, as a consequence, serve the purpose of integration and interrelation of the basic considerations essential to the success of the physical education program.

1. **THE PHYSICAL EDUCATION CURRICULUM SHOULD COMPRISE ALL OF THE EXPERIENCES THAT PUPILS HAVE IN THIS FIELD WHICH ARE UNDER THE AUSPICES OF THE SCHOOL.** This principle implies that each component part of the program is interrelated with and dependent upon the other parts. The point of view is taken that activities such as intramurals and interscholastics—sometimes referred to as extracurricular—should be considered an outgrowth of the basic physical education activities program. In this way there should develop a more sound relationship among the various areas in the broad field of physical education.

2. **PHYSICAL EDUCATION CURRICULUM DEVELOPMENT SHOULD BE BASED ON A PHILOSOPHY OF EQUAL OPPORTUNITY FOR ALL PUPILS.** It has been mentioned elsewhere that physical education is the rightful heritage of all of the children in all of the schools. If principles of democracy are to be practiced in the public schools of America, physical education programs must be devised so that all pupils will have an equal opportunity to engage in wholesome activity.

3. **PHYSICAL EDUCATION CURRICULUM DEVELOPMENT SHOULD EXHAUST ALL OF THE AVAILABLE PHYSICAL EDUCATION RESOURCES OF THE SCHOOL AND COMMUNITY.** It is incumbent upon the supervisor of physical education to survey each available resource and evaluate its possible use in the program. In other words, supervisors along with teachers should investigate all possibilities that lend themselves to a more adequate and complete physical education program. Such factors as multiple use of facilities and wise placement of teaching personnel must be given consideration in curriculum development for the betterment of the program.

4. **CURRICULUM DEVELOPMENT SHOULD BE A COOPERATIVE ENTERPRISE.** The time is past when physical education curriculum development should be placed in the hands of a single individual. The cooperation of supervisors, teachers, and others in providing worthwhile physical education learning experiences for pupils is perhaps one of the best known means of improving the teacher-pupil learning situation in physical education. Consequently, supervisors and teachers should pool their knowledge and experiences in an attempt to develop a program that will make a significant contribution to the optimum growth and development of youth.

5. **ACTIVITIES IN THE PHYSICAL EDUCATION CURRICULUM SHOULD BE SELECTED BY THE APPLICATION OF VALID CRITERIA.** While

there is perhaps little in the way of scientific objective evidence to support the placement of physical education activities at the various grade levels there are, nevertheless certain criteria sufficient in validity to justify their application. Principles of child growth and development serve as outstanding criteria for the selection of activities. Other criteria result from previous experiences and may be utilized as worthwhile standards for future curriculum planning.

**6 PHYSICAL EDUCATION CURRICULUM DEVELOPMENT RECOGNIZES INDIVIDUAL DIFFERENCES IN PUPILS** In order to develop each individual to his ultimate capacity physical education curriculum development must take into consideration the fact that children differ with respect to physical ability as well as mental, social and emotional characteristics. Such factors as organization of classes and classification of pupils must be regarded as highly significant if the school plans to assume the responsibility for the optimum physical development of each individual child.

**7 PHYSICAL EDUCATION CURRICULUM PLANNING SHOULD BE FLEXIBLE** The lack of standardization in the field of physical education makes it almost imperative that the curriculum be characterized by a degree of flexibility. Varying backgrounds of previous pupil experiences in physical education activities along with such factors as wide differences in facilities from school to school manifest the need for a curriculum which can be adapted to meet the specific needs of the children of a particular school.

**8 PHYSICAL EDUCATION CURRICULUM DEVELOPMENT SHOULD BE CONTINUOUS** Since education is considered as a continuous process it naturally follows that physical education curriculum development should be continuous in order to meet the needs of a changing society. Paradoxically in some instances the field of physical education has been content to rest on past laurels. As a consequence gaps have not always been bridged and the field has perhaps not always been in step with advanced thinking in general education. When this occurs it is indeed an unfortunate circumstance since physical education is based primarily on motor activity and should be one of the last to fall into lethargic complacency. Continuous curriculum development should do much to alleviate this situation by taking up the necessary slack with regard to the needs of the concomitant culture.

**Factors Influencing the Physical Education Curriculum.—**

There are numerous factors which have a direct influence upon the physical education curriculum and must be given a great deal of consideration by supervisors and teachers when the curriculum is developed in order to assure the best possible program. The following list which enumerates some of the factors affecting the curriculum, also indicates some problems and responsibilities of supervisors and teachers in curriculum planning

1. State legislation
2. Facilities and equipment
3. Philosophy of school administrators
4. Community background in physical education
5. Physical education staff
6. Physical education credit and marks
7. Class size
8. Time allotment
9. Climate and weather
10. Grade placement of physical education learning experiences

**STATE LEGISLATION.** Many states at the present time have laws which govern such conditions as time devoted to physical education and requirements necessary for teacher certification. This legislation is likely to affect the local physical education curriculum in several ways. The local community must meet the basic requirements set up by the state. Although, out of necessity, these basic requirements are likely to be low, those persons responsible for local programs should strive to surpass the minimum requirements devised by the state. Perhaps in many instances the physical education requirements at the local level may be higher than those required by the state. However, in some cases where local communities have the wherewithal to go far beyond the state requirements, they may be content to meet only the state standards. When this occurs the local physical education curriculum is affected to the extent that it does not function on a maximum basis.

**FACILITIES AND EQUIPMENT.** The extent to which facilities and equipment are available will greatly affect the physical education curriculum. In order to carry on an adequate program, sufficient outdoor and indoor facilities are essential. However, a majority of schools will not be so fortunate as to have a combination of adequate indoor and outdoor space. Consequently, in many cases pupils will have to

forego participation in certain worth-while activities simply because of an insufficient activity area.

Equipment and expendable materials should be supplied in adequate amounts so that pupils may take part in a variety of activities. In other words, equipment influences the curriculum to the extent that many wholesome activities will have to be eliminated from the physical education program if such materials are lacking.

**PHILOSOPHY OF SCHOOL ADMINISTRATORS** In many instances the type of physical education program in operation in a specific school system will reflect the attitude and philosophy of the local school administrator. The fact that this individual's thoughts on physical education have a bearing on the program make it essential that, as administrative head of the school, he be provided with a clear understanding of the functions of this field. Supervisors of physical education are in a strategic position to play a very important part in this situation, particularly if there is a type of organization that places the supervisor in an advisory capacity to the superintendent.

The superintendent of schools should, of course, have a profoundly genuine interest in all phases of the school program. However, there are perhaps few superintendents who are endowed with a combination of the background of training, experience, and interest which provides for a full understanding of all of the problems involved in all of the special fields in education. In this regard, physical education may be in a more or less favorable position since many school administrators began in the field of education as physical educators.

**COMMUNITY BACKGROUND IN PHYSICAL EDUCATION.** Past experiences of the community with physical education play no small part in the development of the curriculum. In this respect, such factors as community social status and ethnic background of its citizenry need to be taken into consideration. In some areas of the country today there are still communities that tenaciously hold to the idea that the old type of formal program provides the most suitable physical activity experience for pupils. When a supervisor of physical education encounters a situation where the populace shows a reluctance to change to a modern type of program, any transition which he feels is desirable should perhaps take place on a gradual basis. In spite of some minor antagonism, the public in general is perhaps willing to place the responsibility for meeting childrens' educational needs with those persons who are trained to do the job. Nevertheless, any departure from a traditional program

should perhaps be characterized by prudence and circumspection. In this way, it is more likely that cooperation of the community will be forthcoming and, at the same time, supervisors and teachers are more likely to have a better opportunity to develop a physical education curriculum best suited to the needs of the youth of the community.

**PHYSICAL EDUCATION STAFF.** Probably the most important factor affecting the physical education curriculum is concerned with the personnel delegated the responsibility of conducting the program. Staff members should not only be well qualified by virtue of training and personality, but they should demonstrate a genuine professional interest and attitude toward the job if the most successful results are to accrue. The more staff members in the school system who possess these qualities, the greater the opportunity to provide for worth-while physical education learning experiences for pupils.

Although progress is being made toward providing more and better trained physical education personnel, the supply of such personnel is woefully inadequate in many school systems. This is particularly true in some small schools where teachers must combine instruction in more than one field. As a consequence, teachers must divide their interests, and as a result, are unable to give enough attention to the physical education program. Furthermore, physical education teachers in small schools are oftentimes called upon to engage in the coaching of interscholastic athletics for two or three seasons during the year in addition to a full-time teaching load. When this occurs there is the possibility that activities in the physical education curriculum for the mass of pupils may be slighted because of demands made upon the teacher-coach.

If the best possible physical education curriculum is to be developed in a specific school system the person responsible for supervisory leadership in physical education—whether it is the superintendent, principal, supervisor, or other—must take due cognizance of the importance of staff procurement, selection, and placement.

**PHYSICAL EDUCATION CREDIT AND MARKS** In school systems where credit in physical education is given toward or required for graduation, this factor is likely to have a bearing on curriculum construction. For example, one question which usually arises is whether pupils should be marked on an absolute or relative basis. This may be a matter of fundamental consideration when physical education is a high school graduation requirement. Supervisors and teachers must decide when developing the curriculum whether pupils are to be marked strictly on inherent capacity and ability, or upon the basis of achievement.

The type of marking system used for physical education can also more or less indirectly influence the attitude of parents and pupils. This is more likely to occur in schools where the system of marking is different in physical education than in other subjects in the school program. For example, marks in physical education may be given on a straight satisfactory or unsatisfactory basis while there may be a four or five point gradation of marks for other subjects. Also in some cases marks have been completely eliminated in physical education but at the same time retained for other subjects. When it is so, parents and pupils are sometimes likely to place little importance upon physical education because of the premium that tradition has placed on marking.

**CLASS SIZE.** Class size is likely to influence the physical education curriculum to the extent that some worthwhile activities may have to be eliminated because of large classes. The problem of class size presents a more complicated situation in the secondary school than in the elementary school. This is due largely to the fact that as a general rule an elementary school physical education class will be comprised of the members of the regular class. On the other hand the opposite is likely to hold true for physical education classes in the secondary school. This situation is generally caused by the problems of scheduling physical education classes in the departmentalized organization of the average secondary school.

When classes become too large it is necessary to place restrictions upon the type of activities to be offered in the physical education curriculum. One of the reasons why some schools still hold to older type formal activities such as marching and calisthenics may be primarily the fact that classes are so large that these may be the only kind of activities adaptable to the situation. Under these conditions persons responsible for physical education curriculum development will experience considerable difficulty in devising a program sufficient in scope to meet the needs of all pupils.

**TIME ALLOTMENT.** In order to successfully plan the physical education curriculum the amount of time allotted for activities must be known. In states where legislation specifies that a certain amount of time be devoted to physical education, local schools must plan the curriculum to meet these basic requirements. However, since state requirements with regard to time allotment are likely to be low, it is highly recommended that local communities attempt to exceed this requirement whenever possible.



It should perhaps be mentioned here that on the average the time devoted to physical education in most public schools is grossly inadequate. While the near ideal situation would allow pupils to engage in physical education for a one-hour period daily, the present general practice comes far from approximating this situation. While there seems to be a tendency to allot more time to physical education, the current practice in a majority of schools is to have between two and three periods per week.

In developing the curriculum it must be considered that a variety of problems surround the increase in time allotments for physical education. Before the amount of time for physical education can be increased, certain other related conditions must be favorable. For example, increase in staff and facilities must usually accompany an increase in time allotment for physical education.

**CLIMATE AND WEATHER.** Climate and weather conditions help to reduce the possibility of standardizing the physical education curriculum. The variations in climate and uncertainty of weather in different parts of the country curtail to a large extent the notion that activities in the curriculum can be universal. This is particularly true in the case of certain outdoor activities. For example, winter sports activities, so popular in some of the northern areas, for obvious reason are not included in the physical education curriculum in the southern areas.

**GRADE PLACEMENT OF PHYSICAL EDUCATION LEARNING EXPERIENCES.** One of the greatest problems faced by physical education curriculum planners is the suitable grade placement of learning experiences. As has been mentioned previously, there is little in the way of scientific objective evidence to support the selection of activities for the various age levels. Along with a knowledge of the principles of child growth and development, supervisors and teachers must depend upon the opinion of experts and their own best judgment in selecting activities for certain grade levels. Teachers can make outstanding contributions to curriculum construction because they are able to continually observe the reactions of pupils to certain activities. Consequently, they are in a position to make recommendations regarding those activities which contribute most to the needs of pupils.

**Criteria for Curriculum Content.**—While all of the previously mentioned factors in one way or another influence the curriculum, there are other considerations which must be dealt with when curriculum content is selected. Of utmost importance here is the application of the

best available valid criteria in the selection of physical education activities. In this respect, the following fundamental, basic criteria appear to be of considerable significance in terms of curriculum content

1. Needs of children
2. Interests of children
3. Adult experiences
4. Contributions activities make to objectives

**NEEDS OF CHILDREN** Supervisors and teachers in their efforts to develop a sound curriculum must take into consideration those physical education activities which can contribute to the needs of the individual and the group. Certain physiological, psychological and sociological principles based on a study of child growth and development point up readily some of the directions which might be taken when physical education activities are selected to meet pupil needs. The variety of physical, mental, social and emotional traits and characteristics of children at the various age levels indicate in many ways how needs of children can be met through physical education.

Supervisors and teachers working together on a cooperative basis can perhaps help to identify more clearly the needs of children of a particular community. In this way they will not only contribute to the wise selection of curriculum content but they will be in a position to make suitable placement of learning experiences at the various grade levels.

**INTERESTS OF CHILDREN.** The terms "needs" and "interests" of children are oftentimes used together and interchangeably. In this regard, there is a possibility that the meaning of these terms may become confused. For this reason, and for purposes of this discussion, these two criteria for curriculum content are discussed separately.

While needs of children and interests of children may be closely related, there are nevertheless differences which should be taken into consideration when activities are selected for the curriculum. While interests are, for the most part, acquired as products of environment, needs, particularly those of an individual nature, are more likely to be innate. Herein lies one of the main differences in the two criteria as far as the selection of activities is concerned. For example, a child may demonstrate a temporary interest in an activity which may not contribute to his needs at a certain age level. This interest may have perhaps been aroused because of the child's environment. In other words, an older brother or a parent might influence a child to develop an interest in an

activity which might not contribute to his needs, or which might possibly have a detrimental effect as far as his needs are concerned. Despite the inevitability of such contingencies, interests of children may serve as a valid criterion for the selection of activities. In this connection, it is interesting to note that the continuous curriculum study of the College Physical Education Association,\* begun almost three decades ago, has been able to show a rather marked relationship between curriculum activities recommended by experts and pupil interest in these same activities.

To a certain extent interests may be dependent upon past experiences of children. In this regard, interests in certain activities may stem from the fact that these activities are a part of the traditional background of the community, and as such have absorbed the interest of parents as well as pupils.

In selecting physical education activities children's interest should be thoroughly explored. Sometimes when physical education teachers and supervisors are asked why a certain activity has not been included in the curriculum they may reply that the pupils are not interested in it and do not care to participate in it. This cannot be considered an entirely valid answer since pupils must be given a fair opportunity to develop an interest in an activity. For example, pupils at certain age levels are sometimes reluctant to accept an activity like square dancing. However, after this activity has been introduced, pupils may show sufficient interest to justify inclusion of square dancing as a part of the program.

**ADULT EXPERIENCES.** In the absence of scientific objective evidence to substantiate the placement of a physical education activity at a certain grade level, it becomes necessary for supervisors and teachers to resort to their best judgment in the selection of activities. These judgments can be supported by or based upon the opinions of experts in the field. In this area, textbooks and periodic literature can be analyzed in order to determine what activities leaders in the field believe are most worth while. This somewhat inferential approach, while it may lack objectivity, appears to contain enough validity to be used as a criterion for selecting physical education curriculum content. Moreover, opinions of experts are usually based on practical experience. In other words, one may expect to a reasonable degree that when recommendations are made they are likely to be sufficiently reliable to justify their use. Perhaps in relatively few instances is the consensus

of opinion of physical education leaders based entirely on abstract thinking

**CONTRIBUTIONS ACTIVITIES MAKE TO OBJECTIVES** When activities are selected for the physical education curriculum some attempt should be made to determine the extent to which the selected activities meet the objectives of education. In other words if the optimum development of youth is the ultimate aim of the program the activities in the curriculum should be of such a nature that they will make significant contributions to educational objectives. Consequently the extent to which the activities meet the ultimate aim of education serves as a fundamental basis for the selection of such activities.

Physical education is now expected to make rather significant contributions to the physical social emotional recreational and intellectual phases of education. Therefore in so far as possible the activities should be selected with this view in mind. The question now arises of how to determine the extent to which a certain activity will meet the objectives. There are few if any known ways of measuring scientifically the value of an activity in terms of its contribution to educational objectives. As a consequence supervisors and teachers should perhaps rate the selected activities in the light of their own past training and experience taking into consideration local influences on the physical education curriculum. Figure 1 suggests a type of chart which might be used for this purpose. Activities selected for the physical education curriculum may be listed in the space provided and rated on a point scale basis with respect to the contribution they make to the objectives. For example a four point rating scale could be used with connotated ratings such as 4-excellent 3-good 2 fair and 1 poor. In other words if an activity received a rating of 4 under "physical" it would be the rater's opinion that the activity would make an excellent contribution to the physical objective. Similarly all activities should be rated under each objective.

By taking the total of the ratings horizontally a composite rating could be obtained in terms of all of the objectives. Moreover by taking the total of the ratings vertically curriculum builders could identify those objectives toward which the greatest contributions were being made according to the ratings. While the opinions of the raters are necessarily subjective this plan provides an objective method of utilizing the judgments. Furthermore the fact that the raters should be familiar with local curriculum problems and needs lends evidence that this procedure should possess sufficient reliability to justify its use.



Ratings of activities in this manner should not be the product of a single individual. On the other hand perhaps all staff members should have an opportunity to give their opinions with regard to the contributions which the activities may make to the objectives. Furthermore it may be necessary for individual schools in the community to make their own decisions. That is to say a physical education activity used in one school might possibly make a greater contribution to a specific objective than the same activity in another school due to certain conditions within the school. Also allowances should be made for change of opinion as teachers observe the effect of activities in their own surroundings. This procedure is more likely to provide a tendency toward continuous evaluation.

**Cooperative Curriculum Development**—The construction of the physical education curriculum should be a project which involves all or a majority of the persons who can make a worth while contribution. The personnel involved might well include administrators health service representatives supervisors of physical education supervisors of related area subjects teachers parents and pupils. While all of these persons might be concerned in one way or another in curriculum construction the bulk of the discussion at this point will emphasize the importance of the place of the supervisor and teachers in cooperative curriculum development.

The teacher is the key figure in directing supervising and guiding the learning of pupils. Furthermore the success of the physical education curriculum depends largely on wise teacher leadership. Consequently physical education curriculum development which utilizes teachers on a cooperative basis not only provides for creative teacher action but serves as an outstanding means of in service growth. With regard to the latter the following conclusions of a curriculum study by Reid<sup>7</sup> are noteworthy.

- 1 Unification of thinking within a faculty can be most nearly achieved through work on common accepted problems
- 2 Teacher education is a continuous process requiring a place in the regular school program
- 3 Cooperative work on problems which are recognized by teachers themselves provides the most promising basis for in service development
- 4 This cooperative work should be the work of the entire faculty

5. The particular problems with which members of any given faculty are concerned form an adequate basis for the in-service training program.
6. A wide variety of activities in which teachers work and relax together, situations in which they are united in their efforts toward the accomplishment of a common task, provides a basis for cooperative faculty undertakings

When teachers take part in curriculum development in cooperation with administrators, supervisors, special curriculum consultants, and others, the benefits received are perhaps unlimited in terms of professional stimulation. Furthermore, this procedure would appear to establish better human relationships among teachers, administrators, supervisors, and others

The value which supervisors attach to the place of teachers in curriculum development was clearly indicated in a recent study. For example, the duty "organize and work with teacher groups in curriculum construction" was rated as having a ranking from considerable to extreme importance by superior public school physical education personnel. Perhaps one of the most important contributions the supervisor of physical education can make in cooperative curriculum development is that of furnishing leadership in guiding and directing the activities of curriculum planners. He has a significant responsibility in terms of exercising keen judgment in the recommendation or selection of curriculum committees. He can help to strengthen the cooperative aspect of curriculum development by recommending committee personnel which will be representative of the entire staff. In this connection, the following committees, along with others as seem necessary, might be selected to provide for complete representation of all factions concerned.

1. Production committee
2. Horizontal committees
3. Vertical committees
4. Reviewing committee

**PRODUCTION COMMITTEE.** The production committee is actually made up of the chairman of all other committees. In other words, each member may be responsible for a subcommittee. The production committee may sometimes be referred to as the steering or clearance committee.

**HORIZONTAL COMMITTEES.** These committees are made up of teachers at given grade levels. For example, one committee may consist

so that the best possible revision can be effected. Consequently, some systematic means of assembling this information should be devised. The forms illustrated on the following pages have been found useful for this purpose. The examples presented in Figures 2, 3, 4 and 5 are samples of a method of collecting curriculum data used by a Supervisor of Physical Education in the public schools.

Reports of this nature kept by teachers over a period of a semester or school year can be helpful in terms of revising the physical education curriculum. An analysis of the "outcomes" and "teacher's comments" can provide a great deal of material with respect to interests, needs, and abilities of pupils. In addition, such factors as progression in activities, and possibilities for integration may be noted when the data are studied.

Because of the great number of records and forms which teachers are required to fill out, it is recommended that collection of data in this manner be on a voluntary basis. In this way, teachers will be more likely to take a keener interest and may perhaps be expected to do a more satisfactory job in recording information.

Another important factor in curriculum revision concerns an accurate account of the various types of activities which make up the program. This data may be collected without too much hardship on the part of teachers. Figure 6 suggests a form useful for this purpose. Teachers may list activities by name, type, and where they take place. In this way, when the curriculum is revised the supervisor and teachers have a survey of activities previously used at their disposal.

The physical education activity survey may be used for an analysis of activities in the curriculum. In other words, each activity may be analyzed in order to determine its future usefulness. The sample analysis chart presented in Figure 7 shows how game activities may be analyzed. Among other things, this kind of analysis would show if there was a balance of game activities in the curriculum. Similar charts can be developed for rhythmic, self-testing, and other types of activities.

It should be kept in mind that curriculum analysis and revision is not the responsibility of one person. On the other hand, the eventual improvement of the entire program will depend largely upon the cooperation of supervisors, teachers, and others in this enterprise.



Figure 2

REPORT OF PHYSICAL EDUCATION ACTIVITIES FOR  
CURRICULUM IMPROVEMENT

WEEK NUMBER 7

TEACHER	Miss M	GRADE	1	Blor	Central
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This report should be filled out once each week, giving a full account of the two organized physical education activity periods for that week. Please make out the report in duplicate: one for the supervisor and one for yourself.

Some of the broader classifications of physical education are Free Play Activities (activities of the individual pupil's choice), Self-Testing Activities (rope skipping, ball bouncing, stunts, etc.), Games (hunting, chasing, imitative, team, group relays), Rhythmic Activities (singing, games, skipping, dancing, etc.).

In regard to outcomes, please consider how the activities meet the needs and interests of pupils as well as the skill and ability with which the activities are executed.

Please feel free to comment since these reports will be used as a basis for improving the physical education curriculum.

Activity	Activity
GAME—LOOBY LOO PLAYGROUND WHOLE GROUP	GAME—YOU CAN'T HAVE IT (A GAME DEvised BY TEACHER AND CHILD- REN) RULES ADOPTED BY CHILD- REN 1 OPPONENT NOT CLOSER THAN ARMS LENGTH 2 DO NOT RUN WITH BALL 3 DO NOT HOLD BALL LONGER THAN 5 COUNTS 4 DO NOT COVER TAGS.
Outcomes	Outcomes
MOST CHILDREN WERE ABLE TO USE CORRECT ARM OR FOOT WITH AID OF TAGS PLACED ON LEFT ARM	IT WAS BETTER TODAY BUT STILL ISN'T TOO SUCCESSFUL SOME CHILDREN LIKE IT OTHERS FIND IT TOO ROUGH
Teacher's Comment	Teacher's Comment
NEEDS TO BE PLAYED OFTEN RATHER THAN TOO MUCH REPETITION ON ONE DAY	WE WILL TRY IT ONCE AGAIN IF NOT SUCCESSFUL, WE WILL DROP IT UNTIL LATER WHEN IT MIGHT BE ADAPTED TO THE ROOM

Figure 3

REPORT OF PHYSICAL EDUCATION ACTIVITIES FOR  
CURRICULUM IMPROVEMENT

WEEK NUMBER 8

TEACHER Miss M. GRADE 1 BLDG. Central

This report should be filled out once each week, giving a full account of the two organized physical education activity periods for that week. Please make out the report in duplicate, one for the supervisor and one for yourself.

Some of the broader classifications of physical education are Free Play Activities (activities of the individual pupil's choice) Self-Testing Activities (rope skipping, ball bouncing, stunts, etc.); Games (hunting, chasing, imitative, team, group, relays); Rhythmic Activities (singing games, skipping, dancing, etc.).

In regard to outcomes please consider how the activities meet the needs and interests of pupils as well as the skill and ability with which the activities are executed.

Please feel free to comment since these reports will be used as a basis for improving the physical education curriculum

*Activity*  
BALL THROWING AND CATCH-  
ING  
WHOLE ROOM  
PLAYGROUND  
DIVIDED IN FOUR GROUPS.  
TWO GROUPS FACING EACH  
OTHER. THROW BALL FROM  
ONE GROUP TO OTHER IN  
NUMERICAL ORDER. LEADERS  
KEEP SCORE WITH STICKS

*Outcomes*  
CHILDREN LIKED THIS AC-  
TIVITY. SCORE KEEPERS DID  
A GOOD JOB

*Teacher's Comment*  
CANNOT BE PLAYED TOO  
LONG OR CHILDREN LOSE IN-  
TEREST. BEST TO CHANGE  
ACTIVITY AFTER ABOUT  
FOUR ROUNDS

*Activity*  
GAME—RUN FOR YOUR SUP-  
PER  
WHOLE ROOM  
PLAYGROUND

*Outcomes*  
CHILDREN ALWAYS LIKE  
THIS GAME. IT AROUSES  
THOUGHT AND ALERTNESS

*Teacher's Comment*  
I BELIEVE THE CHILDREN  
COULD NOW BE DIVIDED  
INTO TWO GROUPS WHEN  
WE PLAY SO THERE WOULD  
BE MORE TURNS

Figure 4

REPORT OF PHYSICAL EDUCATION ACTIVITIES FOR  
CURRICULUM IMPROVEMENT

WEEK NUMBER 10

TEACHER	Miss M	GRADE	1	BLDG	Central
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This report should be filled out once each week, giving a full account of the two organized physical education activity periods for that week. Please make out the report in duplicate one for the supervisor and one for yourself.

Some of the broader classifications of physical education are Free Play Activities (activities of the individual pupils' choice) Self Testing Activities (rope skipping ball bouncing stunts etc.) Games (hunting chasing imitative team, group relays) Rhythmic Activities (singing games, skipping dancing etc.)

In regard to outcomes please consider how the activities meet the needs and interests of pupils as well as the skill and ability with which the activities are executed.

Please feel free to comment since these reports will be used as a basis for improving the physical education curriculum.

Activity	Activity
GAME—TEN PINS (INTRO DUCED FIRST TIME)	SELF TESTING ACTIVITIES— CLASSROOM
FOUR TEAMS	GROUP WORK
INDOORS—CLASSROOM	REDS—HURDLE JUMPING 20 INCHES
TWO GROUPS PLAYED WHILE TWO GROUPS WATCHED RE VERSED THIS PROCEDURE SO ALL GOT TO PLAY LEADERS KEPT SCORE TO DECIDE WHICH GROUP WON	GREENS—BOUNCING BALL 30 TIMES CATCHING WITH BOTH HANDS
	ORANGES—BALANCE BEAM— WALKING TO END TURN WALKING BACK
	BLUES—JUMPING ROPE 30 TIMES BOTH FEET ONE FOOT

*Outcomes*

CHILDREN EXPERIENCED A  
LITTLE NUMBER PRACTICE IN  
COUNTING AND DECIDING  
WHICH NUMBER WAS MORE  
A SUPPLEMENT TO NUMBER  
REQUIREMENTS IN GRADE 1

*Outcomes*

SEVERAL CHILDREN COULD  
DO THE ACTIVITY THE FIRST  
TIME PERHAPS STANDARDS  
CAN BE RAISED

*Teacher's Comment*

I PLAN TO USE THIS IN AN  
OTHER ROOM SET UP OF AC  
TIVITIES

*Teacher's Comment*

I FIND THAT I MUST DECIDE  
UPON ONE ACTIVITY TO  
CHECK AND CHECK ONLY  
THAT ACTIVITY RATHER  
THAN "FLITTING" FROM  
GROUP TO GROUP THAT IS,  
UNTIL CHILDREN CAN CHECK  
THEIR OWN

Figure 5

REPORT OF PHYSICAL EDUCATION ACTIVITIES FOR  
CURRICULUM IMPROVEMENT

WEEK NUMBER 18

TEACHER Miss M. GRADE 1 BLDG. Central

This report should be filled out once each week, giving a full account of the two organized physical education activity periods for that week. Please make out the report in duplicate, one for the supervisor and one for yourself.

Some of the broader classifications of physical education are Free Play Activities (activities of the individual pupil's choice) Self-Testing Activities (rope skipping, ball bouncing, stunts, etc.); Games (hunting, chasing, imitative, team, group, relays); Rhythmic Activities (singing games, skipping, dancing, etc.).

In regard to outcomes please consider how the activities meet the needs and interests of pupils as well as the skill and ability with which the activities are executed.

Please feel free to comment since these reports will be used as a basis for improving the physical education curriculum.

*Activity*  
GAME—NUMBERS CHANGE  
PLAYGROUND  
WHOLE CLASS

*Outcomes*  
CHILDREN ALWAYS RECEIVE  
A GREAT DEAL OF ENJOY-  
MENT FROM THIS GAME.

*Teacher's Comment*  
VARIED DIRECTIONS BY NUM-  
BERING ONLY TO SEVEN.  
THEN "IT" CALLS ALL OF ONE  
NUMBER TO CHANGE, SUCH  
AS "FOURS" NOT SO MANY  
NUMBERS TO REMEMBER  
THIS WAY AND AT THE SAME  
TIME MORE CHILDREN ARE  
ACTIVE.

*Activity*  
SELF-TESTING ACTIVITIES —  
CLASSROOM  
BROKE UP THE REGULAR  
GROUPS INTO WHATEVER THE  
INDIVIDUAL CHILD NEEDED  
PRACTICE AND CARRIED ON  
FIVE ACTIVITIES AT A TIME.  
CHOSE DIFFERENT LEADERS.

*Outcomes*  
SEVERAL CHILDREN WERE  
ABLE TO MARK UP ACHIEVE-  
MENTS ON THE CHART

*Teacher's Comment*  
WE WILL TRY THIS AGAIN  
SOON THEN THE WHOLE  
SQUAD WILL BE PRACTICING  
WHAT IT NEEDS TO COM-  
plete the activities we  
HAVE ATTEMPTED SO FAR.



Figure 7  
GAME ANALYSIS CHART

[illegible]

### Questions For Discussion

1. Upon what concept is the modern curriculum in physical education based?
2. What are some of the factors which influence the physical education curriculum?
3. Why is it often necessary to resort to adult experiences in curriculum planning?
4. What part does the supervisor play in cooperative curriculum development?
5. What is meant by horizontal and vertical committees with respect to curriculum planning?
6. How can the supervisor give teachers greater responsibility in curriculum revision?
7. Use the chart in Figure 7 to analyze several game activities with which you are familiar.
8. Construct an analysis chart similar to Figure 7 to be used to analyze rhythmic activities or self testing activities

### Suggested Class Activities

1. Form a panel discussion group to discuss the need for greater emphasis on physical education curriculum planning
2. Form a panel discussion group for the purpose of discussing needs of children and youth as a criterion for curriculum content
3. Write a brief summary on pupil interest as a basis for curriculum content
4. Use the chart in Figure 1 to rate several physical education activities on the basis of the contributions they make to objectives
5. Analyze Figures 2, 3, 4 and 5 and write a brief summary on how these reports might be used in curriculum revision

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## FACILITIES AND EQUIPMENT IN THE SUPERVISION PROGRAM

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**Definition of Terms**—The term facilities should perhaps refer to permanent types of structures requiring either indoor or outdoor space. Such units as gymnasias, swimming pools and playgrounds are examples of physical education facilities. Equipment generally concerns a variety of items of a somewhat less permanent nature than facilities. In other words, such items as gymnasium mats and apparatus might be categorized as equipment in the physical education program. Items of an expendable nature which are consumed over a relatively short period of time are usually referred to as 'supplies'. Included in this classification are such articles as balls and nets which need to be replaced continually.

When definitive measures are taken to describe the terms 'equipment' and 'supplies,' the technical differentiations are readily discernible. Nevertheless, physical educators have been prone to use these two terms interchangeably, and in many instances the term "equipment" has been used to identify those materials which would technically fall into the classification of supplies. This classification will be followed because of precedent and expediency. The term 'instructional materials' when used here should be interpreted to mean any part of the facilities, equipment, or supplies which has either a direct or indirect bearing on the teaching learning situation.

**Nature of the Problem**—It has been mentioned in various places throughout this text that facilities and equipment significantly influence the physical education program. Unlike many of the academic subjects where little more than the regular classroom is needed, physical education requires relatively large amounts of indoor and outdoor space and sufficient equipment in carrying out a well balanced program to meet the needs of all pupils.

Comparatively few schools possess sufficient facilities and equipment for an optimum program of physical education. While improvements in facilities and equipment may be noted over the years, it has recently been estimated that some four to six million pupils in the public schools are being denied proper education because of inadequate facilities. Such factors as inflationary prices and unavailable materials, combined with a huge increase in total school enrollment has made it difficult for the public schools to keep pace with pupil needs as far as facilities and equipment are concerned. Consequently, supervisors and teachers should be expected to utilize to fullest advantage that which is available. Specific problems involved in adapting the physical education program to available facilities at the different school levels will be dealt with in succeeding chapters. The primary purpose of this chapter will be to discuss some of the major responsibilities of the supervisor of physical education with respect to facilities and equipment.

**Functions of the Supervisor Which Pertain to Facilities and Equipment.**—It may be recalled that the duties of public school physical education personnel identified in a recent study were enumerated in Chapter V. One of the classifications was concerned with those duties pertaining to facilities, equipment, and supplies. These duties are presented in tabular form with respect to *frequency* of performance (Table VI), and degree of *difficulty* and *importance* (Tables VII and VIII). It should perhaps be repeated here that the "frequency" terms in Table VI should be interpreted as follows:

Very Frequently—A duty performed regularly once or more a week.

Frequently—A duty performed regularly once or more in two weeks but not as often as once a week.

Occasionally—A duty performed once or more a month but not as often as once in two weeks.

Infrequently—A duty performed once or twice a year.

**Planning New Facilities.**—The main responsibility of planning for new facilities should perhaps be placed in the hands of school architects. However, those persons concerned with the teacher-pupil learning situation should certainly be consulted when plans are made. In past years complaints of physical education personnel have no doubt been justified when they were not consulted with respect to plans for new physical education facilities. In recent years there appears to be a greater willingness on the part of committees for new construction

to consult with persons who are close to the situation. Consequently, within the last decade supervisors and teachers of physical education have been given more consideration when new facilities are contemplated. The practice of utilizing physical education personnel on a consultant basis is indeed a wise one since these individuals should be in a position to render worth while advice.

Supervisors and teachers should certainly be aware of certain factors involving physical education facilities which jeopardize the learning situation and curtail worth while aspects of the program. Moreover, they should be given the opportunity to make their needs known during the planning for the new facilities. To be ready for this contingency when it arises supervisors should perhaps encourage teachers to make frequent recommendations in regard to the improvement of facilities. A record of these recommendations should be kept along with other data which the supervisor might collect with regard to facilities. In this way the supervisor will have at hand a continuous survey of needed facilities.

When a supervisor knows ahead of time that he is to be consulted about planning for new physical education facilities he should perhaps contact physical education personnel in other communities where new facilities have recently been constructed. In this way he will be likely to profit by mistakes others have made and as a consequence more effective utilization of the new facilities may be realized.

**Supervision of Sanitary Conditions of Physical Education Facilities.**—In most instances the school principal is expected to assume complete responsibility for conditions in his particular school. However, some of these responsibilities may occasionally be delegated to other school personnel. The supervisor of physical education may frequently be called upon to assume the responsibility for supervising the sanitary conditions of physical education facilities. In other words, it may be part of his job to promote those factors which contribute to healthful living as far as the physical education facilities are concerned. If the supervisor of physical education is not given full authority in this regard he should at least be used as consultant and adviser to make recommendations to school administrators.

Factors which contribute to the preservation of pupil health will indeed be instrumental as indirect measures in the improvement of the teacher pupil learning situation in physical education. Therefore, supervisors should attempt to assist teachers in detecting adverse sani-





TABLE VII  
DEGREE OF DIFFICULTY EXPERIENCED IN THE PERFORMANCE OF FUNCTIONS PERTAINING TO FACILITIES  
EQUIPMENT, AND SUPPLIES BY SUPERIOR PUBLIC SCHOOL PHYSICAL EDUCATORS

FUNCTIONS	LARGE COMMUNITIES (OVER 50 000)				MEDIUM COMMUNITIES (15 000-50 000)				SMALL COMMUNITIES (UNDER 15 000)			
	extreme difficulty	considerable difficulty	moderate difficulty	some difficulty	extreme difficulty	considerable difficulty	moderate difficulty	some difficulty	extreme difficulty	considerable difficulty	moderate difficulty	some difficulty
1 Participate in planning of new facilities		✓				×					✓	
2 Evaluate facilities equipment and supplies including inspection for safety hazards and cleanliness		✓				×					×	
3 Evaluate and select or recommend all types of instructional materials			×				✓				×	
4 Supervise sanitary conditions of physical education and athletic facilities			×			×				✓		
5 Supervise sanitary conditions of buildings including lunch rooms and rest rooms				×				×				×



TABLE VIII  
DEGREE OF IMPORTANCE OF FUNCTIONS PERTAINING TO FACILITIES, EQUIPMENT, AND SUPPLIES  
AS RATED BY SUPERIOR PUBLIC SCHOOL PHYSICAL EDUCATORS

FUNCTIONS	LARGE COMMUNITIES (OVER 50,000)			MEDIUM COMMUNITIES (15,000-50,000)			SMALL COMMUNITIES (UNDER 15,000)		
	extreme importance	considerable importance	moderate importance	extreme importance	considerable importance	moderate importance	extreme importance	considerable importance	moderate importance
1. Participate in planning of new facilities	x			x			x		
2. Evaluate facilities, equipment, and supplies including inspection for safety hazards and cleanliness	x			x			x		
3. Evaluate and select or recommend all types of instructional materials		x			x			x	
4. Supervise sanitary conditions of physical education and athletic facilities	x			x			x		
5. Supervise sanitary conditions of buildings including lunch rooms and rest rooms	x			x			x		





tary conditions which might in some way detract from the physical education program. Physical education facilities should perhaps be continuously evaluated with respect to cleanliness and other sanitary features. When possible, preventive measures should be taken to insure sanitary conditions in the physical education plant. Such factors as shower and locker room sanitation and cleanliness of equipment can help to control certain types of communicable infections among pupils. Furthermore, a great deal can be accomplished if supervisors and teachers provide for some plan of standardization with regard to certain conditions which make for healthful living. For example, certain regulations concerning physical education uniforms and the use of towels should perhaps be established by the supervisor with the help of teachers.

**Selection of Instructional Materials.**—The actual purchase of instructional materials should usually be left to the school purchasing agent, business manager, or others delegated that responsibility. However, the supervisor of physical education and his co-workers should be given an opportunity to select or recommend instructional materials needed in the physical education program.

The efficacy of this plan is obvious since supervisors and teachers are in an ideal position to know what instructional materials will best meet the needs of pupils. Consequently, the selection of instructional materials should be made on a cooperative basis. The supervisor along with representative members of the staff might well formulate the group delegated the responsibility for selection of materials. In addition to the physical education personnel, other individuals capable of making a worth-while contribution in the selection of materials might well be a part of this group. For example, other school personnel, board of education members, parents, and pupils might be included.

After the personnel of the group for the selection of instructional materials has been established, standards for selection should be devised, criteria being developed which would serve as a basis for the selection of all instructional materials. In this connection, staff members and others working under the leadership of a competent supervisor of physical education should be able to select those materials which are most desirable for the program. The following three criteria are suggested as a guide in the selection of physical education instructional materials. It may be noted that these criteria are broad in scope and that they could be delineated for specific situations.

**1 MATERIALS SHOULD BE SELECTED ON THE BASIS OF PUPIL NEEDS AND INTERESTS** Materials which meet the needs and interests of pupils are likely to have the greatest effect on the teacher pupil learning situation. In order to provide for the needs and interests of a great majority of pupils materials should be selected which provide for individual differences. If this factor is taken into consideration provision for individual learning is likely to result as well as learning in large group activity.

**2 MATERIALS SHOULD BE SELECTED FOR DURABILITY AND UTILITY** Materials should be selected in terms of the amount of use that pupils will be able to derive from them. In this respect materials should be sturdy enough to withstand constant use. Also multiple use of materials should be taken into consideration when selections are made.

**3 MATERIALS SELECTED SHOULD BE SUCH THAT THEY WILL PROMOTE THE WELFARE AND SAFETY OF PUPILS** In that physical education is predominantly concerned with active physical participation instructional materials should be selected which will contribute to physical development of pupils. However in the selection of such material it is of extreme importance that the safety factor be taken into consideration. In other words materials designed to meet the needs and interests of pupils should also be considered from the safety point of view because unsafe material can detract immeasurably from the ultimate goal of total growth and development of youth.

**Distribution of Instructional Materials**—The plan of distribution of instructional materials will depend largely upon the size of the school system. All school systems regardless of size are likely to have a central distributing agency. Many of the larger systems have a central storehouse for the distribution of instructional materials. In some of the smaller school systems where a central storehouse is not feasible distribution of materials may be channeled through the office of the superintendent of schools. In some cases the person in direct charge of the physical education program will have full responsibility for distribution of materials.

Regardless of the plan of distribution used the supervisor of physical education should keep a close check on all materials so that he will know that full use is being made of them. Supervisors should perhaps request that teachers keep a running account of materials on hand.

Included here would be improvised materials and other items which were not received through routine distribution. In this way the supervisor will be in a better position to keep accurate records with regard to each individual school's needs.

In school systems where instructional materials are limited it might be advisable for materials to flow from one school to another. In other words, activities might perhaps be scheduled in such a manner that all of the schools would receive equal use from the limited instructional materials. For example, if there is a limited number of basketballs, each school in the system might stagger the scheduling for this particular activity so that all schools could use the basketballs at one time or another. When this procedure is followed there will be equal opportunity for all the pupils in all of the schools to benefit from the materials which are available.

The supervisor plays a very important part in this in that it will likely be his responsibility to coordinate the use of instructional materials through proper distribution. Inasmuch as the supervisor will be familiar with the type of activities which are adaptable to the facilities of the various schools, he should be in a strategic position to see that ultimate utility is exercised with regard to available instructional materials.

**Appraisal and Evaluation of Instructional Materials.**—In order to receive the greatest amount of utilization from physical education instructional materials, these materials should perhaps be continuously appraised and evaluated by supervisors and teachers. It is ordinarily advisable for staff members to devise tentative standards for the various instructional materials to be used, particularly with regard to the rates of consumption. In this way supervisors and teachers will be more likely to give a more valid appraisal of materials used and consequently provide an opportunity for greater utilization.

It is a highly important factor that supervisors and teachers appraise and evaluate those materials immediately available with respect to their specific use in the program. Frequently, materials which might appear to be obsolete with respect to their original purpose can be utilized to good advantage. For example, many schools have stored away materials such as Indian clubs in a remote place due to the fact that the original purpose for which this equipment was intended is perhaps now a part of "vanishing America." Other schools make full use of such material in a variety of games and other activities.

In reality, many schools are likely to possess certain equipment which if put to use would help them to attain a better balanced and well rounded program. One way of assuring full use of all available materials is to make sure that staff members appraise and evaluate them properly. The supervisor plays a very important part in that he can help teachers develop criteria for evaluation and for the best use of instructional materials in the physical education program.

**Care of Instructional Materials**—Closely related to appraisal of instructional materials is the problem of proper care of such items. Since many physical education departments must operate on a limited budget, it becomes essential that materials receive proper care so that optimum benefit may accrue from their use. Furthermore, proper care of these materials should be taken into consideration for the safety and welfare of pupils. For example, pupils may be placed in a position of jeopardy with respect to their physical welfare when faulty equipment is used. Moreover, many accidents which occur in the physical education program can be eliminated when staff members appreciate the importance of the proper care of equipment. In this regard, supervisors and teachers should be ever on the alert to detect unsafe equipment. For example, playground equipment which is in constant use should be inspected frequently for safety hazards and faulty equipment should be reported for immediate repair.

It would perhaps be advisable for supervisors to work with teachers in establishing standards for the care and preservation of materials. These standards should be devised on the basis that materials used should conform to specifications as nearly as possible. Such considerations as proper inflation of balls and protection of certain types of materials from the elements along with many others seems to have one very worth while basic, fundamental purpose. That is, when materials conform as nearly as possible to specifications, it is more likely that the use of these materials will be more conducive to the teaching of skills, and learning will no doubt be facilitated.

**The Use of Homemade Equipment.**—Many school systems are hampered by insufficient funds for physical education equipment and supplies. Because of this fact it seems essential that supervisors and teachers investigate all of the possibilities for obtaining suitable equipment for use in the program. One such possibility might include the use of homemade equipment. Perhaps the major responsibility of the supervisor lies in his encouraging teachers to use their ingenuity in

the improvisation of equipment. Furthermore, he should perhaps make suggestions that teachers might make some of their own materials. Moreover, the supervisor should perhaps assume the responsibility of seeing that all homemade materials conform as nearly as possible to specifications. This can be accomplished by furnishing correct patterns for construction to the persons who plan to build materials.

One important feature in constructing homemade equipment is that it makes it possible for effective integration to be carried on with other departments. For example, it is possible that certain articles of equipment may be made by the high school industrial arts department. The construction of such items as jumping standards and balance beams might well be a project of this department. It provides a worth-while learning experience for some pupils, and at the same time the physical education department acquires equipment that might otherwise have been inaccessible because of lack of funds.

In addition to the construction of new equipment, old equipment can be salvaged with the idea in mind of making it over for use in the program. For example, old leather basketball covers which have lost their shape may be stuffed with suitable material and used for a variety of games and activities. In this regard, supervisors and teachers sometimes create new activities and then devise suitable equipment by renovating or making over old equipment for use in the new activity.

The supervisor should coordinate all ideas and suggestions for improvisation of equipment and construction of new equipment, and circulate these suggestions among the various schools in the system so that all teachers will receive the benefit of the ideas and suggestions of others.

### Questions for Discussion

- 1 What is meant by the term 'instructional materials?'
- 2 What are some of the factors which complicate the problem of adequate physical education facilities for all schools?
- 3 What is the place of the supervisor in planning for new facilities?
- 4 What is the place of the teachers in planning for new facilities?
- 5 What is the place of the supervisor and teachers in the selection of instructional materials?
- 6 What are some of the problems that the supervisor encounters in the distribution of instructional materials?

- 7 What responsibility should the supervisor assume with regard to the case of instructional materials?
- 8 What use could the supervisor make of the physical education activity survey? (See Figure 6)

### Suggested Class Activities

- 1 Form a panel to discuss why certain factors in Table VII might be difficult to perform
- 2 Select one of the functions of "extreme importance" in Table VIII and write a short summary on why this function is important.
- 3 Visit a school and observe the sanitary condition of the physical education facilities. Write a brief summary on what action you, as a supervisor, would take as a result of your observations.
- 4 Form a round table group for the purpose of discussing valid criteria for the selection of physical education instructional materials.
- 5 Form a committee for the purpose of devising a rating scale to evaluate instructional materials.
- 6 Visit a physical education plant in a nearby school system for the purpose of finding out how extensive homemade equipment and other unique devices are used.

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## SUPERVISION IN PHYSICAL EDUCATION AT THE ELEMENTARY SCHOOL LEVEL

**Development and Status of Elementary School Physical Education.**—Recent developments in elementary school physical education indicate that this phase of the physical education program is one of the most rapidly growing areas in the entire field. Many of these developments have occurred during the last decade and are manifested in a number of ways

There has been an expansion of textual materials along with the publication of numerous articles in the periodical literature giving attention to physical education at the elementary school level. The inauguration of an Elementary School Physical Education Section at the national convention of the American Association for Health, Physical Education and Recreation in 1948 serves as further evidence that increased impetus is being given to this highly significant factor in the total education of the elementary school pupil. A more recent indication of a growing interest in this area was noted in 1951 in the report of the National Conference on Physical Education for Children of Elementary School Age.<sup>21</sup>

Although elementary school physical education is currently going through a period of phenomenal growth and development, the notion that it is an entirely new field should be dispelled. This is evidenced by the fact that several philosophers and educators throughout the ages have had kindly feelings toward physical education activities with respect to the congruity of these activities to learning. Some consideration in this direction was noticeable in the early Greek culture when Plato postulated that perhaps all early education might be a sort of play and develop around play situations. In the 17th century Locke indicated that children should get plenty of exercise early in life, and this opinion was also held by Rousseau a century later. Christian Salzmann attempted to carry out the ideas of these men to a certain extent when he



opened a school for small children in 1784 Salzmann's school was among the first to have an organized program of physical education at the elementary school level the children spending at least one hour in gymnastics and a portion of the time in recreation each day

While these men along with others made valuable contributions the area of elementary school physical education has travelled a strange road in reaching the level of importance that is attributed to it in modern education. Although some of the early American educators noted its value in terms of learning experiences progress at times has been impeded because of divergent views with respect to the objectives which might be accomplished. For example some researches conducted during the latter part of the last century may have contributed to the idea among some school men that the main purpose of physical activity was solely that of a relief from the monotony of prolonged periods of mental application. In 1895 Holmes<sup>\*</sup> influenced by the previous fatigue studies of Burgerstein<sup>\*</sup> submitted research which indicated that the interjection of a short period of physical exercise served as a stimulant to the mental performance which followed. To this day some public school administrators who accept physical education reluctantly justify it only in terms of the contribution it can make toward the relief of mental fatigue. If this were the only type of benefit to be derived from physical education activities then a program designed only for the release of mental tension might be justified.

Current trends seem to indicate however that programs which consist only of a few formal calisthenics combined with the traditional recess period are insufficient to capitalize on the many worthwhile learning experiences to be gained from a well rounded physical education program. This has been borne out to a certain extent by a recent survey<sup>\*</sup> which indicated that there seems to be a movement away from the more or less haphazard type of program and toward the organized program.

There appears to be an abundance of contemporary belief which indicates that there are many inherent values in elementary school physical education. In this connection the following passage from Dewey's *Democracy and Education* is worthy of note<sup>\*</sup>

Experience has shown that when children have a chance at physical activities which bring their natural impulses into play going to school is a joy management is less of a burden and learning is easier

"Sometimes, perhaps, plays, games, and constructive occupations are resorted to only for these reasons, with emphasis upon relief from the tedium and strain of 'regular' school work. There is no reason, however, for using them merely as agreeable diversions. Study of mental life has made evident the fundamental worth of native tendencies to explore, to manipulate tools and materials, to construct, to give expression to joyous emotions, etc. When exercises which are prompted by these instincts are a part of the regular school program, the whole pupil is engaged, the artificial gap between life in school and out is reduced, motives are afforded for attention to a large variety of materials and processes distinctly educative in effect, and cooperative associations which give information a social setting are provided. In short, the grounds for assigning to play and active work a definite place in the curriculum are intellectual and social, not matters of temporary expediency and momentary agreeableness. Without something of the kind, it is not possible to secure the normal estate of effective learning; namely, that knowledge-getting be an outgrowth of activities having their own end, instead of a school task."

More recently, Rarick<sup>11</sup> has expressed a need for a redirection in emphasis in physical education by stating that :

"The physical education programs as they now function concentrate their services to the individuals at the secondary and collegiate levels, with far too little attention being given to the children in the elementary schools."

Elementary education probably constitutes one of the most important phases in the American plan of education, and it is fundamental to the growth and development of the child to see that he gets a good educational foundation. Consequently, it is not surprising that physical education in the elementary curriculum is being given increased attention. The concern which some persons in public elementary school education currently hold for physical education is aptly expressed by Ritchie,<sup>12</sup> when he says:

"An elementary curriculum which takes its basic design from the recognized and recurring needs of boys and girls, as they grow toward maturity will include many and varied experiences. To the sum total of this experience, all the subject fields have valuable contributions to make. An indispensable partner in this cooperative venture is physical education."

**Types of Elementary School Organization**—Included among the factors which influence the type of elementary school organization in a given community are the size of the school enrollment funds available, and the educational philosophy of school administrators. Needless to say, the combination of these factors which best meets the needs of pupils should be the governing premise upon which the elementary school should be organized. Organization would perhaps be an easy matter if the factors mentioned above were weighted in exactly the right amounts. Unfortunately in many instances this is not the case and as a consequence a variety of types of organization are to be found at the elementary school level.

In very small schools with a limited enrollment the most feasible arrangement may be to have all grades in one room. While this type of situation may be passing out of existence, it nevertheless occurs in some areas. While this particular type of organization may not always be conducive to the learning situation it is doubtful if it can be prevented because of the limited school enrollment and the amount of funds available for operating expenses.

Insufficient funds may also be a factor in determining the grade limit of the elementary school even in some of the larger communities. In other words those communities which operate on the traditional eight four plan include grades one through eight in the elementary school. However this plan of organization is perhaps receding and being replaced in a large number of instances by six year or seven year elementary schools with the latter including the kindergarten as the lower grade limit. In the six year school grades one through three are regarded as the primary while grades four through six may be referred to as intermediate or upper elementary.

It was mentioned previously that the educational philosophy of the school administrator might be a determining factor in the plan of elementary school organization. The graded plan of teaching may be influenced by the beliefs held by those persons responsible for the administration of the educational aspects of the school. Graded plans of teaching include the classroom teacher plan and the departmental plan. The former places the responsibility for teaching most of the subjects in a single grade on one teacher. The departmental plan purports to have teachers who are more or less specialists in each of the subject matter areas.

The merit of these plans has been a source of controversy among some elementary school educators and advantages and disadvantages of

each have been postulated in recent years. The educational pendulum has failed to swing into proper balance, and the idea of departmentalization at the elementary school level appears to be receding at the present time. Perhaps one of the chief reasons for this lies in the fact that many educators see in the classroom teacher plan a more desirable means of focusing the center of interest upon the pupil.

**Need for Supervision at the Elementary School Level.**—The preponderance of interest directed toward elementary school physical education in the last decade has brought with it a distinct need for the provision of adequate supervision. Perhaps one of the greatest needs for supervision lies in the fact that the great majority of elementary school teachers in the past have had little preparation in the area of physical education. While teacher-training institutions in some cases are making attempts to remedy this situation, the fact remains that a vast number of persons who have been teaching for many years are inadequately prepared to conduct elementary school physical education activities. Hence, when an organized physical education program is inaugurated in an elementary school it becomes advisable that teachers be given some assistance in carrying out the program.

While some teacher-training institutions are thinking in terms of training elementary school physical education specialists, there does not seem to be a major trend in this direction at the present time. Furthermore, the current emphasis seems to be in the direction of preparing teachers for regular classroom teaching with limited stress being placed on the special subject areas. Perhaps one of the reasons for this is the present extreme shortage of elementary school classroom teachers, a condition which is expected to exist for some time to come.

The introduction of more and more organized elementary school physical education programs into the public schools along with a current shortage of teachers, and inadequately trained teachers in physical education, combine to make supervision an essentiality. Data from recent surveys point up more clearly this intense need for supervision. A recent study<sup>a</sup> mentioned earlier in this chapter, revealed that State Directors of Physical Education see a need for (1) more adequate supervision in elementary school physical education in local school systems, (2) better preparation of teachers, (3) strengthening the program through in-service training, and (4) providing source materials for people in the field. Baker, Annis and Bontz<sup>3</sup> in a study to determine the nature of in-service supervisory practices in the elementary schools of

the United States identified the following as chief lacks in the preparation of classroom teachers to handle physical education (1) repertoire of activities, (2) knowledge concerned with analysis of skills and (3) background on methods of teaching physical education

The general consensus of expert opinion indicates that the following factors should be combined to characterize a well rounded physical education program in the elementary school

- 1 Adequate medical examinations for the purpose of determining the extent of participation for all children
- 2 Time allotment of approximately 30 minutes of daily instruction for primary grades and 60 minutes for upper elementary grades
- 3 Adequate outdoor and indoor facilities and sufficient equipment to accommodate a variety of activities in the program
- 4 Segregation of boys and girls at the upper elementary school level for participation in certain vigorous activities
- 5 Adequately trained teachers who have an appreciation of the objectives and learning products of physical education

It may readily be seen that elementary school physical education in its present status will incur difficulty in approximating these factors with any degree of entirety. Consequently, the extent to which these considerations may be met will depend largely upon the kind and amount of supervision that is available

**Responsibility for Teaching**—While the type of organization may influence teaching responsibility to a certain extent this need not always necessarily be the case. The responsibility for teaching physical education in the elementary school may more likely be dependent upon the factors influencing the type of organization than the organization itself. This point will be brought out more clearly in the ensuing discussion of teaching responsibility

There are several ways in which the responsibility for teaching physical education in the elementary school may be designated. The following list enumerates some of the situations currently employed

- 1 Responsibility centered with the classroom teacher
- 2 Responsibility centered with the specially trained teacher of physical education
- 3 Responsibility shared by both the classroom teacher and the specially trained teacher
- 4 Responsibility centered with the supervisor

**THE CLASSROOM TEACHER.** In a large majority of elementary schools maintaining organized physical education programs, the classroom teacher must assume the responsibility of teaching. In a study of State Departments of Education approximately 57 per cent of the States replying indicated that where physical education was taught the instruction was entirely in the hands of the classroom teacher. One of the strengths of this plan may be in the promise that it holds in making the pupil the center of interest. Moreover, this may be the only plan available to many schools due to an insufficient number of trained elementary school physical education specialists.

Despite the values attributed to the policy of placing the responsibility for the teaching of elementary school physical education on the classroom teacher, there are nevertheless certain disadvantages of the plan. For example, it is not likely that all classroom teachers will have an interest in teaching physical education. This may be brought about by previous undesirable personal experiences in physical education. Moreover, some older teachers may feel that they have passed that stage in life when they should engage in such activities. Furthermore, there is the possibility that a few teachers may look upon physical education as consisting only of free play and consequently believe that there is no need for teaching. Incidentally, this attitude on the part of some teachers may be one of the reasons why they look askance upon the introduction of an organized program into their school. This is indeed unfortunate since the opportunity to guide and direct many worth-while learning experiences may be lost.

Perhaps this apathetic view of physical education by some classroom teachers should not be entirely discredited. However, it can be offset to a large extent by providing for adequate supervision. The types of classroom teachers mentioned above perhaps should not be expected to conduct physical education activities without sufficient advice and assistance. Consequently, the point of view is taken here that most classroom teachers, regardless of their background and experience in physical education, can do a satisfactory job in this area provided good supervision is available. This recommendation was substantiated by the recent National Conference on Physical Education for Children of Elementary School Age" when it was stated that :

"The qualifications for teaching physical education activities, though basically no different than those needed for all instruction, include:

1. A genuine liking for children.

- 2 Good health—physical vitality sound mental attitude, emotional balance, and social adjustment
- 3 Physical skills—efficient posture and body mechanics and ability in a variety of recreation activities
- 4 Ability to get along with people—especially children
- 5 Understandings and interests that stem from a broad cultural background
- 6 Knowledge of how children grow and learn—and skill in using that knowledge in practical situations
- 7 Competence in teaching and guiding elementary school children

Experience has shown that a plan that places the responsibility for the teaching of physical education upon the elementary classroom teacher combined with adequate supervision can be most effectual. In this connection, the following expression by Uhler<sup>12</sup> is significant and noteworthy

'This is a workable, efficient plan. It has been tried and found effective. It is the most economical plan in that it gives the greatest return upon the financial investment the community has made in the supervisor. It is the best plan from the standpoint of education administration for it can be made the greatest impact upon the problem of the improvement of teaching. Properly organized it becomes the most popular plan, for any teacher worthy of the name quickly comes to realize how much more help she receives than by other plans.

**THE SPECIAL TEACHER** There are perhaps relatively few instances where the total responsibility for teaching elementary school physical education rests entirely with specially trained teachers. The survey of 44 state departments of education indicated that in only one instance was the use of the specialist becoming noticeably prominent. While this situation is perhaps more prevalent in private schools than in public schools, there is some indication that use of special teachers in the public schools is gaining favor in some places. In a few elementary schools where organized physical education programs have been recently introduced, a special teacher has been employed to teach all of the physical education classes. In many cases these types of positions are being filled by men whose preparation has been predominantly in the secondary school field.

This particular type of teaching situation has brought with it a certain amount of criticism, particularly of the practice which places

a special physical education teacher in the primary grades. While much speculation has taken place, it is doubtful at the present time whether an objective and unbiased comparison can be made between this plan and that of having the classroom teacher assume responsibility for teaching. This is due to the fact that there has not been sufficient experience with situations where the special teacher has been employed to teach all of the elementary school physical education classes.

Most of the criticism which has been directed toward this plan has been concerned with the undesirable effect that it might have upon the pupils. Perhaps one objection to the plan which has been given little consideration is one of an administrative nature. It has been mentioned previously that there is a shortage of specially trained teachers at the elementary school level. Consequently, when the responsibility for teaching is placed with one such person, the elementary school physical education program will most likely have to be curtailed, at least temporarily, should that individual take another position.

**COMBINATION OF CLASSROOM TEACHER AND SPECIAL TEACHER.** According to a State Department of Education survey, in approximately 40 per cent of the States the elementary school physical education program is in the hands of both the classroom teacher and the specially trained teacher. It was further reported that specialists were employed for the most part at the upper elementary level with the classroom teacher still assuming a major part of the responsibility, especially at the primary level. This practice contains merit since it becomes easier to segregate boys and girls for participation in the more vigorous activities when a special teacher is in charge of the upper elementary grades. Furthermore, experience has shown that boys prefer a man teacher at the upper elementary level due to the differences in interests between boys and girls of this age group.

**CENTERING THE RESPONSIBILITY FOR TEACHING WITH THE SUPERVISOR.** In some situations the supervisor assumes all or a major part of the responsibility for teaching. This generally occurs when the supervisor is the only physical education specialist available. In far too many instances classroom teachers are prone to look upon the supervisor as being responsible for the direct instructional phases of the program. The fallacy of this thinking is readily seen when it is considered that at best the supervisor would not be able to visit a particular school more often than three or four times a month. In other words, the physical education activity periods would take place only when the supervisor



was available and these periods of availability would be far too infrequent to meet the needs of the pupils. This does not mean to imply that the supervisor should never teach the class. On the other hand he should consider the use of demonstration teaching as a supervisory technique when and where it can be utilized to best advantage for the teacher and pupils.

Some administrators are of the opinion that when the supervisor visits the school he should teach the class in order to free the teacher for a 'rest period'. Diplomatic measures should be taken by the supervisor to dispel this philosophy. This might be done by explaining the benefits to be derived from having the classroom teacher assume the teaching responsibility with the supervisor acting as a helper in improving the teacher pupil learning situation.

**Procedures in the Inauguration and Implementation of an Organized Elementary School Physical Education Program** — With current widespread interest placing greater emphasis in physical education at the elementary school level it seems pertinent to consider some of the important steps which are necessary to the success of the program. However, before proceeding with a discussion of these important factors it might be well to differentiate between the organized and unorganized program.

Perhaps the essential difference in these two types of programs lies in the fact that the organized program is more directly concerned with a variety of graded physical education learning activities which will meet the needs as well as the interests of children. Furthermore, the objectives of physical education are more likely to be reached through the organized program. Many times the unorganized program is devoid of the adult guidance of learning which is a necessity if desirable learning is to take place. The slow transition from the unorganized to the organized type of program in some sections of the country may be due to the fact that some persons hold that it is not necessary to teach children to play. Adherents to this attitude point to the well known belief that play is a natural urge of children. The contention that "where there are children there will be physical activity" certainly cannot be questioned. On the other hand, it appears that educators are woefully negligent if they do not attempt to route this natural urge into wholesome channels through a well-organized program of physical education activities. These remarks should not be interpreted to mean that unorganized programs such as recess and free play periods should be

abandoned. On the contrary, these activities should be considered as a desirable supplement to the organized program.

The discussion which follows will describe some of the essential characteristics in the development of an organized program along with the principal functions of the person charged with a major portion of this responsibility.

**THE POINT OF ORIGATION.** The starting point of any organized elementary school physical education program generally stems from the need that one or more individuals see for such a program. Sometimes the recognition of the need originates with the superintendent of schools, and he may request that physical education be placed in the elementary school curriculum on an organized basis. When this occurs the superintendent is likely to seek the best qualified individual to take charge of the program. This may be accomplished by designating the responsibility to an individual currently employed in the school system or perhaps, if such a person is not available, the services of a new person may be engaged to take the position. A program originating in this manner has a distinct advantage in that it is likely to have the unqualified support of the superintendent. This is a desirable situation provided the superintendent has a wholesome philosophy with regard to the purposes of physical education.

Another way in which a program may be started is through the efforts of a physical educator in the school system. This individual can provide the impetus by making the need known to school administrators and impressing upon them the benefits that pupils may derive from the program.

Parents also may be influential in the introduction of organized physical education in the elementary schools. In this connection, parents may become interested in reports from their children attending elementary school. For example, children may have witnessed a physical education program at the secondary school level or they may have heard about it through older brothers and sisters or friends. This interest on the part of children can play a large part in stimulating parents to exert their efforts to have physical education become a part of the elementary school curriculum. Occasionally, there may be situations where parents have come from a community which had an elementary school physical education program. If the new community does not offer this type of service to pupils, the parents may be instrumental in getting a program started on the basis of the previous interests and experiences of their children.

**MEETING OF KEY PERSONS** Wherever the point of origination may be there should follow some sort of basic structure concerned with the organization and operation of the program. Consequently there is a necessity for bringing together a representative group of individuals who can make constructive contributions toward the development of the program. The question may arise as to what constitutes a representative group of key persons. While this is likely to vary for different school systems, in general the personnel of this group might well include the following: The administrative head of the system, school principals, supervisors of other subject matter areas, teachers, directors of high school boys' and girls, physical education, parents, and others who might make a worth while contribution.

The administrative head of the system or his official representative should preside at this original meeting. In all probability the supervisor should be the one designated when and if the proposed program becomes a reality. At this gathering many factors of interest may come to light. Reactions of various individuals to the program may give some indication of the staff's general philosophy of physical education. Present practices in physical education may be indicated in that teachers in some of the schools may be conducting some informal activities during recess or after school. In other words, the current status of play activities in the various schools may show that there is sufficient ground work for desirable transition to an organized program.

It will be the responsibility of the supervisor of physical education to make proper use of any advice or recommendations set forth in this meeting. For example, he might suggest the possibility of visitation of teacher groups to those schools where informal activities are being conducted. Moreover, individuals who profess a specific interest in various phases of the program should perhaps be placed on committees for further exploration of these interests. Needless to say, all of the problems of organization are not going to be solved in a single meeting. Consequently, subsequent gatherings should be held until a suitable basic foundation is formulated.

**SURVEY OF STAFF** After some of the problems of organization have been at least identified, if not completely solved through a series of meetings, the supervisor should make some attempt to determine the potential teaching strength of available staff members. This is extremely important if the responsibility for teaching is to be placed with classroom teachers. The survey may consist only of asking teachers to

report their interests, training, and experience in the area of physical education. The results of this survey should be helpful to the supervisor in proper placement of teacher personnel. In other words, it may be possible that many of the teachers who demonstrate enthusiasm for the program may be located in the same school. In this case, if it is feasible and agreeable to the teachers concerned, the supervisor might recommend a transfer of teachers among the various schools in order to effect a more favorable balance in physical education teaching strength.

Since this survey will identify those teachers who have had some type of past experience in the field, these persons might be asked to accept the position of chairman of the physical education committee for their school. In this way individual teacher proficiency may be utilized for the benefit of the entire group.

**SURVEY OF FACILITIES.** Among the approximately 140,000 elementary schools in the United States will be found a myriad of different kinds and types of facilities. As an example, consider the small community with three elementary schools—one recently built to meet the needs of children in almost every way; a second, perhaps thirty or forty years old and seriously lacking in certain types of facilities; the third, the former high school converted into an elementary school. Similar situations prevail in a great many instances and, as a consequence, we find various types of facilities in individual elementary schools which must be developed to the best possible advantage for use in physical education.

In that facilities are ordinarily considered second only to teaching personnel as a factor influencing the success of the physical education program, all effort should be directed toward the procurement of ideal facilities. However, until this vision of complete and adequate facilities becomes a reality, it will be necessary to use to best advantage that which is available. Consequently, it is highly recommended that the supervisor conduct a survey of existing facilities. This may be accomplished with the cooperation of the building principals and should include a complete survey of each individual building and adjacent area.

Some elementary schools have ample indoor and outdoor facilities to conduct an adequate physical education program. Others may have sufficient outdoor facilities with a deficiency as far as indoor facilities are concerned, while other schools may have neither indoor nor outdoor facilities for physical education. That is, there will be no physical education facilities designated as such. For this reason it is advisable

that the facilities survey be made by the supervisor personally in so far as possible rather than his relying on data which might be accumulated by an inquiry form. Consequently it is extremely important that the supervisor make a personal tour of each building and surrounding area in order to uncover any available hidden facilities which might be used for physical education activities.

With regard to outdoor space the supervisor should be alert to parts of the school grounds which are undeveloped. Sometimes cutting down a few trees, grading and providing drainage can provide a play area from a previously undeveloped plot of ground. Ownership of nearby vacant lots should also be investigated in consideration of their use for possible play areas. Should the school be located in a metropolitan district or other crowded area with no outdoor play space as such the possibility of using sections of city streets during certain times of the day should be explored. This entails the cooperation of city officials in blocking off the streets during hours when they may be used for physical education activities.

When a gymnasium is not available for indoor use the supervisor should look for other possibilities where indoor activities may be conducted. Such areas as playrooms, storage rooms, vacant rooms, corridor space, and classrooms with movable and stationary furniture should be thoroughly surveyed with respect to their possible use for indoor activities.

**DEVELOPMENT OF TENTATIVE STANDARDS** On the basis of the findings of the staff and facilities surveys along with other factors, a set of operating standards should be devised. These standards while necessarily low at the outset of the program should be under continuous revision so that staff members will be constantly working toward the highest possible level of achievement. Since it is unlikely that there will be any two schools with exactly the same situation it would perhaps be advisable to have minimum standards for the entire system with certain optimum standards for individual schools. There may be some question as to whether the devised standards should be instituted on a mandatory basis. Perhaps they will be more favorably accepted if they are presented as suggestions for levels of achievement particularly in the early stages of the program. Figure 8 shows a sample set of standards devised by a teacher-committee and a supervisor.

Figure 8

**SUGGESTED STANDARDS FOR THE OPERATION OF THE ELEMENTARY SCHOOL  
PHYSICAL EDUCATION PROGRAM**

SUBJECT	RECOMMENDED STANDARDS
Teacher Responsibility	<ol style="list-style-type: none"> <li>1. The classroom teacher will be responsible for teaching physical education activities for her class.</li> <li>2. Where there is departmentalization, teachers should be assigned on the basis of interest, training, and experience in so far as possible.</li> </ol>
Schedule of Class Periods	<ol style="list-style-type: none"> <li>1. Time allotment should consist of a minimum of three 30-minute periods weekly.</li> <li>2. Periods should be scheduled so that classes have an adequate amount of space in the areas where activities take place.</li> <li>3. In scheduling classes for the indoor season it seems advisable to schedule the primary grades for the classroom and the upper elementary for the extra available room.</li> <li>4. Classes should be scheduled in the afternoon when possible.</li> <li>5. <i>If possible, it would be desirable to avoid the scheduling of classes immediately before or after the recess period.</i></li> </ol>
Use of Facilities	<ol style="list-style-type: none"> <li>1. Optimum use of all outdoor facilities.</li> <li>2. Effective use of all available indoor facilities indicated in the facilities survey, such as extra rooms, corridor space, and classrooms.</li> <li>3. Use of facilities after school for bus pupils.</li> </ol>
Equipment and Supplies	<ol style="list-style-type: none"> <li>1. Equipment and supplies will be furnished by the Board of Education in so far as possible.</li> <li>2. Parent groups interested in furnishing supplies should be referred to the supervisor of physical education.</li> <li>3. Supplies should be centrally located for optimum use.</li> <li>4. Care should be exercised in the preservation of equipment.</li> </ol>
Recess and Free Play Periods	<ol style="list-style-type: none"> <li>1. Not to take the place of the regular physical education activity period.</li> <li>2. May be used as a laboratory for the regular physical education period to improve skills.</li> <li>3. A plan for the rotation of teacher-supervision should be developed.</li> </ol>
Principal Supervisor-Teacher Relationships	<ol style="list-style-type: none"> <li>1. The supervisor will work with the principal and teachers to help improve the learning situation and to assist in program coordination.</li> <li>2. Cooperation of all concerned is an essential requisite if the physical education program is to be of greatest benefit to the pupils.</li> </ol>

**RECORDING PROGRESS** Progress of the program may be recorded by keeping records of the nature suggested in Chapter XI. This procedure is almost indispensable if the program is to be progressive and improvement is to take place. When past experiences are recorded and analyzed, some practices may be eliminated, while others may be retained and revised for the ultimate improvement of the program.

**Adapting the Program to Local Conditions.**—A large amount of the success of the program will depend to some extent on how well activities are adapted to suit existing situations. For example, when facilities are limited a program of activities must be considered which will best fit in with present conditions. When indoor activities must be confined to a small area such as the regular classroom, many activities must be curtailed. Although many of the more vigorous types of activities may not be adaptable there are numerous opportunities for utilizing the space that is available.

Circle games, stationary relays, rhythmic activities, and quiet type games which require small amounts of space can help to meet the needs and interests of pupils. For primary children such activities as story plays, mimetics and singing games may be readily adapted to the regular classroom. Certain of the self-testing activities are also adaptable to small areas and can be carried on for the purpose of helping pupils develop some of the basic fundamental skills.

Scheduling is another important factor in adjusting the program to accommodate situations peculiar to specific schools. In the case of classroom activities it may be advisable to have certain sections of the building conduct activities at the same time. For example, physical education activities may be scheduled at the same time on the first and second floors on one side of the building while pupils on the other side of the building are engaged in academic study. The purpose of this would be to concentrate the physical education activities in one area so that there would be a minimum amount of disturbance to other teachers and pupils. These problems along with others concerned with adapting the program to local conditions can be solved with benefit to all through cooperative efforts on the part of the building principal, supervisor, and teachers.

### Questions for Discussion

1. What is the current status of elementary school physical education?
2. How does the type of elementary school organization influence the physical education program?

- 3 What are some current indications that point up the need for supervision of physical education in the elementary school?
- 4 What is the present trend with regard to the responsibility for teaching physical education in the elementary school?
- 5 What are some of the problems involved in the development of tentative standards for a newly organized elementary school physical education program?
- 6 What are some of the problems involved in adapting a program to meet local needs?

### Suggested Class Activities

- 1 Form a panel for the purpose of discussing the current need for more adequate supervision in elementary school physical education.
- 2 Form a round table group for the purpose of discussing the responsibilities of the classroom teacher in teaching physical education.
- 3 Write a brief summary on the advantages and disadvantages of having the physical education specialist teach classes at the primary level.
- 4 Prepare a report to a superintendent of schools emphasizing reasons why all instructional responsibilities should not rest with the supervisor.
- 5 Interview a supervisor of physical education in a nearby elementary school. Write a brief summary on how the program originated in that school.
- 6 Conduct a meeting with members of the class for the purpose of inaugurating a hypothetical elementary school physical education program.
- 7 Survey the staff of an elementary school with which you are familiar.
- 8 Survey the facilities of an elementary school with which you are familiar.

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## SUPERVISION IN PHYSICAL EDUCATION AT THE SECONDARY SCHOOL LEVEL

**Development and Status of Secondary School Physical Education.**—The development of the American secondary school during the last three hundred years can arbitrarily be divided into three periods of educational history. In sequential order these periods include the Latin grammar school, the academy and the public high school. The introduction of these three types of secondary schools is not characterized by sharp lines of demarcation and some unavoidable overlapping occurred during the transitions which led to the modern program of secondary education.

The Latin grammar schools occupied a predominant period for over one hundred years from the organization of the first one in Boston in 1635 until the founding of Franklin's academy in Philadelphia in the middle of the eighteenth century. The curriculum in the Latin grammar schools did not provide for any type of physical education. Perhaps one of the chief reasons for this was the fact that the principal philosophy of the people of that time was concerned with an ascetic attitude and any form of recreation appeared to be a time wasting device. While these schools may have made little if any direct contribution to the development of the secondary school program of physical education they did serve the purpose of establishing a precedent for the inauguration of a plan for public support of secondary schools.

The second period in the history of secondary education came with the rise of the academy, and this type of secondary school assumed a prominent place until a period extending some years beyond the founding of the first public high school in 1821. Perhaps the principal purpose of the academy was to expand educational opportunities to a greater extent than the limited curriculum offerings provided by the Latin grammar schools. The broader curriculum of the academy enabled pupils to prepare for positions in business and industry, while a

large proportion of the training in the Latin grammar schools had been in the interests of those persons preparing for careers in law and the clergy. Furthermore, many of the academy graduates eventually became elementary school teachers, and as a consequence some of the academies developed into teacher-training institutions

Although the academy offered a greater number of courses of a practical nature, physical education did not assume a prominent place as a part of the regular school program. In a few remote instances physical exercises were engaged in during school time, but the general practice was to advocate that students should participate in physical activity after school hours. While many of the academy leaders encouraged this procedure, few of them held the opinion that physical education should take place during the regular school day. This attitude perhaps stemmed from the belief that play was a basic urge and that adequate results would be attained without adult guidance.

Notwithstanding the fact that the first public high school was instituted at the beginning of the third decade of the nineteenth century, this type of secondary school did not become predominant until around 1880. As a consequence, there was a long period of overlapping between the academy and the public high school. During this period a few successful efforts were made to introduce physical education as a part of the regular school program. The movement was retarded somewhat by the war between the states, but it experienced a regeneration during the last part of the nineteenth century. Leaders began more and more to recognize the need for organized public school physical education programs. With the appointment in 1885 of Carl Betz as Director of Physical Training in the Kansas City schools it appeared that physical education was at last establishing a foothold in the American plan of secondary education

Most of the secondary school programs in nineteenth century physical education were patterned after the activities which had met with some degree of success in Europe. Consequently, the German, Swedish, and Danish systems of gymnastics gained wide support during this time. However, a controversy eventually arose as to whether or not these types of programs would provide the best in the way of educational experiences. As a result there was a gradual recession of the predominantly formal type of program in favor of a program devoted to a greater variety of activities

Most contemporary secondary school physical education programs are governed to a large extent by the demands of the culture, background and needs of the people at any particular time. In time of national stress there is generally a tendency to revert back to the formal type of program. This was clearly evident at the outbreak of World War II when some secondary schools effected a rapid transition from their regular physical education curricula to activities which were labeled "physical fitness programs." This change may have been dictated to a certain extent by public opinion, because of certain misconceptions that laymen may have had with respect to the purposes of physical education. The physical fitness programs as conducted during World War II declined in popularity. This serves as evidence that some physical educators are aware that well balanced physical education programs will possess the necessary concomitants to physical fitness without devoting a major part of the time to physical conditioning. While secondary school physical education programs have not reached their greatest potential, rapid advancements in recent years indicate that superior programs can be expected in the future. The provision for more expansive programs of supervision would indeed be a welcome adjunct to secondary school physical education programs of the present and future.

**Types of Secondary School Organization**—Recent statistics indicate that there are approximately 25 000 public secondary schools in the United States\*. The most popular plan of organization among these schools continues to be the traditional four year high school which includes grades nine through twelve. However, the six year secondary school which combines the junior and senior high school with grades seven through twelve, seems to be gaining in popularity. The six three three plan which establishes the junior high school and senior school into separate units is most often found in the larger communities. This is primarily due to large school enrollments sufficient to justify funds to support the separate units.

The following excerpts from a summary of a report made by the United States Office of Education\* indicates the status of these three plans of secondary school organization in the year 1950

- 1 The number of regular 4-year, junior senior 6-year, and separate 3 year senior public high schools totals 19,522 schools—80.4 per cent of all public secondary schools

2. The ratio of the number of regular 4-year to the number of junior-senior 6-year public high schools is 2 to 1. The ratio of the number of regular 4-year to the number of separate 3-year senior public high schools is 10 to 1.
3. The regular 4-year public high school type of organization predominates in 31 states, the junior-senior 6-year type in 16 states, and the separate 3-year senior type in one state and the District of Columbia.

Table IX, reproduced from the same report, provides a further delineation of the situation.

While the organizational plans mentioned above predominate at the present time, there are others that seem to be gaining favorable support. For example, the six-four-four plan which extends secondary education for two years is coming into more widespread use, particularly in the West Coast area. Another plan consists of a seven and five year division with the latter being devoted to secondary education. In addition, there are a number of irregular or truncated types of organization to be found in certain sections of the country. Generally, these plans are not accepted by choice, but rather because they best meet the needs and conditions of the local situation.

In developing the physical education program at the secondary level the different types of organization must be taken into consideration if satisfactory results are to be realized. The type of organization will have a profound influence on certain supervisory aspects of the physical education program.

In the traditional eight-four plan, grades seven and eight are a part of the elementary school unit, but in reality these grades should be considered as the first two years of the junior high school. In some schools of this type a special teacher may be employed to teach physical education, while in others the teaching responsibility will be centered with the classroom teacher. In the six-six plan one or more special teachers may be responsible for physical education instruction from grades seven to twelve, depending upon the size of the school. This situation is also likely to prevail where the six-three-three plan is in operation.

The factor of teaching responsibility, along with the usual factors concerned with program planning, combines to complicate the supervisory problem of providing for satisfactory correlation between the various grade levels. This situation calls for the utmost in cooperation between

TABLE IX  
NUMBER AND PERCENTAGES OF 19 522 PUBLIC HIGH SCHOOLS BY TYPE OF  
ORGANIZATION AND SIZE OF ENROLLMENT\*

ENROLLMENT	REGULAR 4 YEAR			JUNIOR SENIOR 6-YEAR			SENIOR 3-YEAR		
	NUMBER	PERCENT	CUM PCT	NUMBER	PERCENT	CUM PCT	NUMBER	PERCENT	CUM PCT
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
10-49	2 417	20.2	—	231	3.6	—	2	2	—
50-99	3 797	31.8	52.0	1 058	16.6	20.2	15	1.2	1.4
100-199	2 923	24.4	76.4	2 227	35.0	55.2	95	7.9	9.3
200-299	1 129	9.4	85.8	1 080	17.1	72.3	111	9.2	18.5
300-399	485	4.1	89.9	579	9.1	81.4	125	10.4	28.9
400-499	249	2.1	92.0	330	5.2	86.6	109	9.0	37.9
500-749	341	2.9	94.9	429	6.7	93.3	198	16.4	54.3
750-999	145	1.2	96.1	194	3.1	96.4	143	11.8	66.1
1 000-1 499	196	1.6	97.7	140	2.2	98.6	199	16.5	82.6
1 500-2 499	181	1.5	99.2	82	1.3	99.9	177	14.7	97.3
2 500 and over	94	.8	100.0	8	.1	100.0	33	2.7	100.0
Total	11 957	100.0	—	6 358	100.0	—	1 207	100.0	—

\*From "High School Staff and Size of School" p 12 U S Office of Education Circular No 317 1950

the supervisor and teachers if a desirable gradation of physical education activities is to take place within the over-all plan of organization.

**Need for Supervision at the Secondary School Level.**—Because physical education for the most part is taught by special teachers at the secondary school level, it might be assumed that there would be little need for supervision. However, the fact that this is not true is due to a variety of factors. One of the chief reasons why supervision is desirable at this grade level may be attributed to the various backgrounds of training of personnel. There has been a problem since the earliest days of professional training in physical education in terms of the kind of preparation which would best meet the needs of personnel pursuing careers in this field. Twenty-five years ago there was an almost unbelievable divergence in course offerings for persons training in physical education. For example, in 1930 a study\* which sampled 28 college catalogues revealed 671 differently named courses recommended for preparation of physical education teachers.

Because it is almost outside the realm of possibility to standardize public school physical education programs, present-day institutions faced with the responsibility of training teachers find difficulty in preparing personnel for the exact functions they will be expected to perform in the field. Some institutions are making attempts to re-evaluate their professional curricula so that they will operate on a more functional basis. However, this is being done in a limited number of instances since a majority of the institutions training physical education personnel may perhaps lack the staff and facilities commensurate with adequate training.

As a result, even those teachers entering the field with a major emphasis in physical education need guidance in local situations due to the virtual impossibility of standardization in physical education. Furthermore, many new teachers have only minor work in physical education and do not possess even a broad general background. Moreover, there are some instances where persons are employed because of their athletic records with no preparation for teaching in this field.

The combination of factors involved in teacher training makes it highly desirable that supervision be provided at the secondary school level whenever possible. This is essential not only to help with the orientation of new teachers, but also to assist experienced teachers in the avoidance of unnecessary pitfalls that are possible in any area of education. Adequate supervision will not only enhance the opportunity for direct improvement of the learning situation, but it will help to

assure correlation of physical education experiences between the various grade levels

**Responsibilities of Personnel in Charge of Physical Education at the Secondary School Level**—It may be recalled that a recent study identified a variety of functions performed by public school physical education personnel and that these functions could be conveniently classified into seven categories. Table I in Chapter V presented a description of the average percentage of time spent in the various categories of functions by personnel in charge of physical education programs for all grade levels elementary through secondary. Table X\* presented here indicates the same type of information for personnel having the responsibility for physical education at the secondary school level only.

TABLE X

AVERAGE PERCENTAGE OF TIME SPENT IN CLASSIFICATIONS OF DUTIES BY PERSONNEL RESPONSIBLE FOR CARRYING OUT PUBLIC SCHOOL PHYSICAL EDUCATION PROGRAMS AT THE SECONDARY SCHOOL LEVEL

CLASSIFICATION OF DUTIES	LARGE COMMUNITIES (OVER 50 000) (%)	MEDIUM COMMUNITIES (15 000 TO 50 000) (%)	SMALL COMMUNITIES (UNDER 15 000) (%)
Administrative Duties	14	13	8
Duties Pertaining to Facilities, Equipment and Supplies	9	9	8
Duties Pertaining to Instruction	39	45	59
Duties Pertaining to Special Services and Activities	16	16	15
Supervisory Duties	11	7	2
Duties Pertaining to Community Activities	5	5	3
Duties Pertaining to Personal Professional Growth and Professional Contributions	6	5	3



Table X indicates that in general the same functions are performed at each of the community population levels. However, the percentage of time spent varies in some of the classifications. The greater differences occur in time spent in instructional duties and supervisory duties. In other words, the smaller the community the greater percentage of time spent in direct teaching. Conversely, the larger the community the greater amount of time spent in supervisory duties.

While those persons in charge of programs for all grade levels spend well over one-half of their time in administrative and supervisory duties, personnel responsible solely for secondary school programs spend about one-fourth of their time in these activities. Although personnel in charge of secondary school programs spend considerably less time in supervisory activities, their ratings of these activities in terms of *importance* and *difficulty* approximate those of personnel in charge of programs at all grade levels.

At the secondary level time spent on supervisory duties becomes less as community population becomes smaller. This is a natural situation due to the fact that in the smaller communities there are few staff members, and in many cases the person in charge of the program assumes practically all of the responsibility for teaching.

**Common Problems As Bases for Supervision.**—There are a number of problems occurring in physical education at the secondary school level which proper supervision could help to solve. Many of these problems are the result of factors beyond the control of teachers involved. Others may not be recognized as problems by the teachers concerned.

If beginning teachers are given proper supervision and guidance they will perhaps be less likely to fall victim to some of the hazards involved in teaching. Moreover, experienced teachers can benefit by supervision which attempts to help teachers solve new problems as they arise. The following list enumerates some of the factors which have been identified as more or less common problems of physical education teachers at the secondary level. All of these factors are either directly or indirectly concerned with the teacher-pupil learning situation in physical education. The learning situation can be improved when proper supervision helps teachers in the solution of these problems.

1. Interpretation of philosophy and objectives
2. Class size and teaching load
3. Time allotment

- 4 Adapting the program to local conditions
- 5 Class organization
- 6 Teaching methods

**INTERPRETATION OF PHILOSOPHY AND OBJECTIVES** The varying backgrounds of training of personnel sometimes create differences in thought in terms of philosophy and objectives of physical education. Although broad general philosophies of personnel may dovetail to a certain extent, there is often a need for an interpretation of the philosophy and objectives in the local school situation. It is the responsibility of either the school administrator or the supervisor of physical education to interpret the local school's aims to new personnel. Moreover, the prevailing philosophy should be kept before the experienced staff members. In this way all persons involved should have a conception of the goals that the school is attempting to reach. When personnel know the nature of the local school philosophy and objectives, the aims of the school are more likely to be attained.

**CLASS SIZE AND TEACHING LOAD** Scientific evidence with respect to the ideal size for physical education classes is practically nonexistent at the present time. Expert opinion generally places the best class size between 30 and 45 pupils. However, many factors must be taken into account before arriving at even a tentative conclusion. The confusion that exists with respect to what constitutes a large or a small class in physical education can be dispelled somewhat by taking certain factors into consideration. In other words, such factors as the type of activity, available space, amount of equipment, and teaching ability are significant in determining the most ideal class size.

It is entirely possible that some worthwhile activities may have to be curtailed because of extremely large classes. On the other hand, proper class organization and supervisor teacher ingenuity can contribute immeasurably to a good teaching learning situation regardless of the size of the class. While some teachers may handle large classes as satisfactorily as small classes, there is an additional load placed on the teacher who has a large number of pupils. For example, additional pupils increase the amount of mechanical work that must be done by teachers, such as keeping records of attendance, marking, and the like. Consequently, when teacher assignments are made, those persons who are able to handle large classes most effectively should perhaps be assigned fewer classes.

In order to secure an equitable distribution in teacher loads, supervisors should take into account (1) pupil hours (number of pupils times periods per days times days per week), (2) length of the school day, (3) activities taught, (4) experience and preparation of teachers, and (5) age, grade, and abilities of pupils. These factors are highly important from a standpoint of rendering the best service to pupils. Furthermore, these considerations contribute to staff morale, which is so necessary to wholesome teacher-pupil relationships.

**TIME ALLOTMENT.** Public school physical education personnel generally agree that insufficient time is allotted for participation in the organized program. The usual recommendation of time allotment for physical education is a one-hour period daily. However, there are relatively few instances in which this recommendation is being carried out. In a majority of cases it is the prevailing practice for programs at the secondary school level to operate on the basis of 40- to 60-minute periods with the classes meeting two or three times weekly. It may readily be seen that this limited amount of time is far too inadequate to include a well-balanced program of activities.

This situation is pointed up more clearly when the total amount of annual organized activity time is considered. Take for example a situation where a school has two 45-minute periods weekly. If the school were in session for a period of 38 weeks the total annual time would amount to approximately 57 hours. With time taken out for dressing and showering, the time is further reduced to approximately 38 hours of instructional activity for the entire school year. To say the least, this is a deplorably inadequate amount of time in which to expect pupils to gain many of the educational values attributed to physical education.

Supervisors and teachers should continually make recommendations to school administrators for a greater amount of time allotment for the expansion of the program. Equally important, however, is the fact that staff members should devise ways and means of best utilizing the time currently available. Supervisors can be of much assistance to teachers in this respect. One such method of assistance would involve a survey of each school's schedule of physical education classes. This survey could be conducted by the supervisor with the cooperation of the building principals and teachers. Since a certain amount of time is given for change of classes the purpose of the survey would be to determine where classes preceding each physical education class are held. With this information teachers could determine how much time could be added

to the regular physical education class by utilizing a part of the time ordinarily used for change of classes. For example, a physical education class in which a majority of pupils had their previous period near the gymnasium could perhaps be lengthened a few minutes by taking less time for class change. Experience has shown that a majority of pupils are willing to cooperate in this "time saving device" since they are the ultimate beneficiaries. Other time saving devices peculiar to local situations should be thoroughly investigated by teachers and supervisors.

**ADAPTING THE PROGRAM TO LOCAL CONDITIONS** Many of the factors concerned with adapting the program to local conditions at the elementary school level are also applicable to the secondary level. While facilities usually are more extensive in the secondary school there may be a wide variation from one school to another even in the same community. For example, some schools may have separate facilities for boys and girls while others may have to operate on a sharing basis in this respect.

Supervisors should plan with teachers in order to secure the optimum utilization of existing facilities in order that as wide a variety of activities as possible may be offered. In this respect, supervisors should know the exact amount of square footage of all available indoor and outdoor areas. Knowing the exact amount of space available will serve partly as a factor in determining just what activities may be offered. This is particularly true in the case of many of the team games and individual and dual sports requiring a playing area of specified dimensions. The number of square feet needed for a specific activity can be determined merely by multiplying the length and width of the regulation playing area. For example, a volleyball court 30x60 feet would amount to an area of 1800 square feet. Likewise, 90,000 square feet would be required for a baseball field with dimensions of 300x300 feet.

When the supervisor and teachers know the total amount of square feet available, activities may be planned accordingly. In this connection, multiple use of playing areas should be considered. In other words if there is sufficient outdoor area for a baseball field it is conceivable that there could be a total of 50 volleyball courts in this same area. This is an extreme example, of course, and is used merely to indicate the possibilities that exist for multiple use of facilities.

In some instances modifications are made in playing areas or the number of players in order to accommodate more participants. However, this means that the amount of playing area per participant must

be decreased. The recommended number of square feet per player can be determined by dividing the square feet of playing area by the regulation number of players for the activity. Using volleyball again as an example, 1800 square feet divided by twelve players indicates an area of 150 square feet per player. While in some cases it may be advisable to increase the number of players beyond the regulation limit, or decrease the size of the playing area, care should be taken to see that the objectives of the activity are not defeated by attempting to get more participants into the activity.

In a majority of secondary schools physical education facilities are far too inadequate to carry on a completely adequate program. Nevertheless, physical education should not be eliminated because of this unfortunate circumstance. Supervisors and teachers must plan and work together to provide the best possible program that local conditions will permit. This implies optimum utilization of all available resources, and it can be achieved only through the complete cooperation of all staff members.

**CLASS ORGANIZATION.** In many secondary schools most of the academic classes are given preference over physical education when the schedule is devised. As a result, physical education classes often become a "catch all" in that classes are likely to be made up of pupils with wide variations in terms of physical ability. This is an unfortunate situation since proper classification of pupils is probably more important in physical education than in any of the other subjects. The impact of this statement becomes more significant when it is considered that results of medical examinations, age of pupils, skill and ability, and social maturity are factors of great importance in the learning experiences which may be derived from physical education.

Some teachers who lack a sufficient background of training in methods of classifying pupils need the help of supervisors in this particular phase of class organization. Supervisors can assist teachers with methods of testing as well as encouraging them to use keen observation and rating devices in judging the ability of pupils.

Other problems of class organization such as methods of taking roll, squad organization, and the like are factors which supervisors should take into consideration in terms of improving the learning situation. It is doubtful if supervisors should attempt to inaugurate a fixed plan with regard to the variety of factors concerned with class organization. On the other hand, there should perhaps be a sufficient amount of flexibility

so that teachers can feel free to deviate from the regular standards in order to best meet the needs of pupils

**TEACHING METHODS** Lack of standardization in the preparation of physical education personnel has resulted in a wide variety of concepts of teaching methodology in the field. As a consequence some of the teaching methods employed are not always compatible with the learning situation. A thorough understanding of this situation by the supervisor is probably one of the most important factors in the improvement of the learning situation in physical education.

Supervisors are obligated to help teachers improve methods of teaching. However, before this can be accomplished the supervisor must have a full understanding of physical education teaching methods. He must view teaching methods as systematic, orderly ways of taking into consideration and applying the principles of physical education which should function in every good teaching learning cycle. Furthermore, he must be thoroughly familiar with those methods which are best suited for a complete teaching learning cycle in specific activities. A supervisor who does not have a complete understanding of methodology has no valid criteria for judging instruction and consequently it is unlikely that he will be able to determine whether or not learning is taking place.

In helping teachers improve their methods of teaching the supervisor should take individual differences into consideration. In other words, some teachers may enjoy more success with certain methods than others. This situation should eliminate the use of specified resolute methods of teaching within a given school system. Perhaps a more acceptable plan would be to have the supervisor work with teachers in so far as possible to effect the best combination of general, intermediate, and specific methods which will provide the most satisfactory teaching learning cycle. In this respect, the supervisor will perhaps want to discuss with teachers phases of the teaching learning cycle which concern (1) proper introduction of activities, (2) provision for group and individual thinking, and (3) valid estimates of educative growth.

At the present time the field of physical education has an insufficient amount of scientific objective evidence related to teaching methods. However, some inroads are being made into this important area of research. As more evidence becomes available, supervisors should channel this information to teachers so that they may keep abreast with the most recently approved methods of teaching.

**Supervisory Techniques Used at the Secondary School Level.**

—A recent study identified several of the supervisory techniques applied by personnel in charge of secondary school physical education programs. The list which follows is in rank order with respect to the frequency with which the supervisory techniques were used. The definitions of "frequency" terms are repeated again for convenience.

Frequently—Used once or more in two weeks but not as often as once a week.

Occasionally—Used once or more a month but not as often as once in two weeks

Infrequently—Used once or twice a year.

1. Conferences with teachers—FREQUENTLY.
2. Promote professional growth of teachers by encouraging them to participate in professional organizations, attend school, etc —OCCASIONALLY.
3. Visit teachers in teaching situation—OCCASIONALLY.
4. Do demonstration teaching—OCCASIONALLY.
5. Prepare bulletins for teachers—INFREQUENTLY to OCCASIONALLY.
6. Provide specialized resources upon which teachers may draw for meeting needs—INFREQUENTLY to OCCASIONALLY.
7. Provide for intervisitation of teachers — INFREQUENTLY.

It might be pointed out here that the secondary school personnel rated all of the above supervisory techniques of *considerable* importance. Consequently, the fact that one was used more frequently than another may not indicate that it is a superior technique. Therefore, it should be kept in mind that the type of technique employed should be governed by the need and expediency of the prevailing situation

**Questions For Discussion**

1. Why is there a need for supervision in physical education at the secondary school level?
2. In what way does the prevailing culture influence physical education programs at the secondary school level?
3. How does the type of secondary school organization influence the physical education program?
4. How would you as a supervisor determine the equitable distribution of teacher loads?

- 5 What contributions can the supervisors make to better class organization?
- 6 To what extent should the supervisor work with teachers with regard to instructional methods?

### Suggested Class Activities

- 1 Form a round table group for the purpose of discussing the need for supervision in physical education at the secondary school level
- 2 Write a brief report on the implications of the data presented in Table X
- 3 Form a panel discussion group for the purpose of determining the most satisfactory ways of interpreting philosophy and objectives of physical education to teachers
- 4 Visit a secondary school for the purpose of determining how you as a supervisor might make better use of existing facilities
- 5 Prepare a time schedule for a physical education class in a secondary school with which you are familiar Determine ways whereby you will have optimum time for activity

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## SUPERVISION IN PHYSICAL EDUCATION AT THE COLLEGE AND UNIVERSITY LEVEL

**Development and Status of Physical Education at the College and University Level.**—As in the case of the American elementary and secondary schools, colleges and universities in this country were influenced to some extent by the European programs of physical training. In the early decades of the nineteenth century the German system of gymnastics was introduced in a few institutions of higher learning. A few years later physical education in colleges was given further impetus by the interest manifested by some of the educational leaders of that time. Notable in this respect was W. A. Stearns, President of Amherst College, who was influential in establishing one of the early departments of physical education at the college level. The middle of the nineteenth century marked the establishment of gymnasias in some schools, and within a few years there occurred a great deal of building for the purpose of serving the needs of college students in health and physical activities.

During the last fifty years college physical education has expanded to the point where it is one of the main features in a well-balanced educational program. Many colleges require one or two years of participation in physical activity courses, along with courses in health or hygiene, as part of the graduation requirement. In addition, most colleges and universities support an extensive program of intercollegiate athletics as well as a broad program of intramural activities. Many colleges also assume responsibility for preparation of physical education personnel by maintaining a professional curriculum and staff for this purpose. Contemporary programs of physical education at the college and university level have in most instances received unqualified support by administrators of institutions of higher learning. One possible exception may be in that phase of the program concerned with intercollegiate athletics. The large amount of adverse criticism di-

rected at this part of the college program in recent years has led many persons to question the educational values to be derived from large scale intercollegiate athletic competition. As a consequence, educators and others are currently attempting to evaluate such programs in light of objectives and contributions to education.

### **Need for Supervision at the College and University Level —**

There is probably a greater opportunity to develop superior physical education programs in the average college situation than at the elementary or secondary school level. Such factors as better facilities, more specialized staff, and smaller classes contribute materially to this condition. In spite of these favorable factors there is usually a need for improvement of the learning situation and coordination of the program at the college level. Consequently there is a definite need for supervisory techniques such as staff meetings, individual conferences in service classes and others which will help to improve instruction.

It will be the purpose of this chapter to show how these needs may be met with respect to service and professional curriculum staff. In addition, staff responsibilities in terms of supervising prospective teachers will be discussed and recommendations for improvement of student teaching programs will be made.

**Orientation of New Staff Members —**Regardless of the amount of training and experience one may possess, success in a new position may depend upon the kind of orientation a new staff member receives. Because of a lack of standardization with respect to department operation, new staff members should be informed about the various policies and procedures as soon as conveniently possible.

If possible, conferences should be arranged in order to familiarize new staff members with their responsibilities. The director or a representative appointed by him to act as a sponsor should acquaint new staff members with the other members of the physical education faculty, take them on tours of the facilities, and provide any other means of assistance which will help the new members to become acclimated. Ideally, teaching loads and other responsibilities of new staff members should be moderate for a period of at least one semester.

Many college and university departments of physical education have a description of policies available in the form of a handbook or other printed material. When this material exists it should be submitted to

**Figure 9****PROCEDURE FOR FIRST PHYSICAL EDUCATION CLASS PERIOD**

1. Give your full name to students (Print name on board)
2. Course number, name, section, hour, and days that it meets.
3. Location of gymnasium store. (For benefit of new students)
4. Explain fees for locker and towel service. (See handbook)
5. Explain following general regulations: (See handbook)
  - a. Class periods
  - b. Excessive absences
  - c. Excuses for absences
  - d. Examinations and marking
  - e. Building hours
  - f. Uniform regulations
  - g. Shower regulations
  - h. Contraindications
  - i. Intramural sports
  - j. Varsity athletics
  - k. General information
6. Section changes—Instructors should make all change of section slips. The instructor from whose class the student is transferring should determine if the student can be taken into another section and then use the regular section transfer slip to make the change
7. Dropping and adding courses—A student may not drop a course except upon the written recommendation of his enrollment officer, the head of the department concerned, and his dean or chief enrollment officer. This procedure applies also to adding a course. Students will not be permitted to change sections after the first week of a quarter.

A copy of the Physical Education Handbook should be given to all new students  
**NO STUDENT WILL BE PERMITTED TO REMAIN IN ANY CLASS  
 WHOSE NAME DOES NOT APPEAR ON THE CLASS LIST.**

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new staff members so that they may refer to it when necessary. Many worth-while types of printed materials are particularly helpful in the orientation of new staff members. An example is Figure 9 which is a replica of the procedure recommended for the first physical education class period at a large college. This material is submitted to new service curriculum staff members and also serves as a "refresher" for experienced staff members.

**In-service Training for Service Curriculum Staff.**—All staff members are not likely to possess proficiency of skill in several activities. On the other hand, most members of the staff should have at least

an adequate knowledge of general and intermediate methods of teaching if not the specific methods peculiar to the teaching of certain activities. An in service program can help to bridge the gap in that interested staff members can be afforded the opportunity to learn the skills required of an activity as well as the specific methods employed in the teaching of that activity. Furthermore an in service program with these objectives can give added strength to the college service curriculum staff. Not only should there be better balance of teaching ability, but the administrative problem of scheduling can become less complex when there is a greater number of qualified instructors from which a selection may be made. Moreover some members of the staff may have been employed to assume major responsibilities in other areas with teaching assignments being incidental to other tasks. For example, persons appointed for the purpose of coaching intercollegiate teams may sometimes have little background in the teaching of physical education. When this unfortunate situation exists in service training for these individuals increases their over all value to the staff and consequently should give ultimately better service to students.

While it may be readily discerned that an in service training program for the service curriculum staff is an important adjunct to staff strength there are nevertheless certain administrative procedures which must be given consideration if the program is to function with any degree of success. In other words care must be taken to devise a basic or fundamental structure which will be conducive to the sound operation of the program. In this connection the approach made to the problem by the physical education staff of a large college is worthy of note. The first step in the inauguration of an in service program took place when all service course chairmen formulated the In Service Training Committee. After studying the problem this committee made the following recommendations for carrying out the in service program.

- 1 Should our teachers learn the physical skills that we teach in activity courses?

It was the general opinion of the group that where ever activity skills could be mastered by the prospective teacher an effort should be made to do so. Obviously some of our older men are unable to become proficient in difficult and vigorous activities. Such training should perhaps not be undertaken. It was the consensus of the group however that all teachers do a better job if they understand

the problems relative to the teaching of specific skills and can demonstrate them.

2. Should our teachers take in-service training in regular service courses or should a separate training program be set up for them?

The majority of the chairmen feel that the desirable way to carry on this program is to have the in-service trainee meet with a regular service class. The following advantages were cited:

- a. The prospective teacher will progress at a beginner's rate of learning.
  - b. He will see the skills being taught to other beginners.
  - c. He might have an opportunity to assist the regular instructor in teaching beginners, thereby adding to his own learning and comprehension.
  - d. This program will eliminate the necessity of setting up another training period.
3. Should any bonus or inducement factor be given to the in-service trainee such as lessening his regular teaching load?

This matter was discussed at some length. Some staff members seemed to feel that since the trainee was learning new skills and techniques his teaching load should be smaller. It was also suggested that the teaching load of the in-service training teacher be lightened. Both of these ideas would provide incentive for an in-service training program. It was concluded that incentive should be provided for neither the trainee nor the instructor because of complications relative to staff morale. It was felt an instructor should be willing to teach his associates, and that the trainees should be satisfied with the personal gains made in skills and abilities attained.

4. Who should teach in-service training classes?

It was concluded that wherever possible the chairman of the activity area in question be the in-service training teacher. It was recognized, however, that staff members should be able to choose the teachers under whom they would work. Scheduling complications might determine who the in-service training teacher would be. In other words, if the trainee was available only to attend a three o'clock wrestling class, he would probably have to take his training under the teacher who had a wrestling class at that hour.

- 5 How many staff trainees could one in service training teacher accommodate at one time?

It was concluded that experience with this problem would eventually help to determine the solution

- 6 Should the trainee attend in service classes regularly?

The group was strong in support of the thought that when a trainee once signifies his interest in taking a course he should attend regularly and carry out all of the instructions given by the in service training teacher. In other words if the program is worth trying the trainee should go with it all the way as though he were actually taking the course for credit

- 7 Should the trainee be given a statement of accreditation by the teacher?

The group generally agreed that at the end of the term's work the in service training teacher should indicate to the scheduling committee whether or not he considered the trainee qualified to handle the work in a specific area. This is particularly true in activities where danger of injury is present

- 8 What policies should govern the preparation of new staff members who do not have professional degrees in physical education?

It was decided that personnel in this category (coaches) should follow the same in service training policies proposed for others and that they should take at least two courses during every term when their sport is not in season

The next step was to determine those staff members who were interested in in service training along with the area of interest. This information was derived from the annual competency sheet a rating device through which staff members may inform the scheduling committee of their teaching competencies. A copy of the Teacher Competency Rating Sheet is presented in Figure 10

After staff members indicated those activities in which they wished to receive in service training the next step was to arrange teaching assignments to accommodate as many individuals as possible. To meet this contingency the communication shown in Figure 11 was sent to each staff member desiring in service training

This plan of in service training for the Service Curriculum Staff can provide for better utilization of the staff by increasing skill and ability

**Figure 10**  
**TEACHER COMPETENCY**

Dear Staff Member:

This sheet has been prepared to assist us in making the best possible use of your special teaching skills in Physical Education Activity Courses. Assignment to courses you feel better able to teach will also make your program more enjoyable. Please indicate your selection of activities on this form as follows. Place a (1) before those you feel best qualified to teach, a (2) before those next best and a (3) before those you can teach but do not particularly care for, a (4) before those in which you have had no training and are not qualified to teach, and a (5) before those in which you wish in-service training. Wherever possible we will see that you teach courses you prefer; however, there will be times when this will be impossible.

(1) Best Qualified      (2) Next Best Qualified      (3) Least Preferred  
(4) No Training      (5) Wish In-service Training

101b Speedball and Leisure Sports	104 Adapted Sports
100d Playground and Volleyball	
100f Group Games	200a Target Archery
	200c Tennis
101a Beginning Swimming	200e Badminton
101b Advanced Swimming	200g Fly and Bait Casting
	200h Golf
102a Beginning Indiv. Tumbling	200i Handball
102b Beginning Doubles Tumbling	200j Field Archery
102c Beginning Apparatus Stunts	200k Bowling
102k Individual Athletics	
	201c Life Saving
103a Boxing	
103b Wrestling	202d Clog Dancing
103e Foil Fencing	202c Tap Dancing
103f Sabre Fencing	202f Beginning Social Dancing
103h Epee Fencing	202i Ice Skating

Add any physical education activities in which you are proficient that do not appear on this list.

Figure 11

## NOTIFICATION TO STAFF MEMBERS REQUESTING IN SERVICE TRAINING

Name John Doe

- 1 Target Archery
- 2 Fly and Ball Casting
- 3 Field Archery
- 4 Clog Dancing
- 5 Tap Dancing

Dear John

Our department In service Training Program will get under way during the next quarter. You have indicated that you desire in service education in the above activities. We should like to suggest that you select the hours in which you would like to do your work as soon as you possibly can. If you will let us know the class you want to take, we will attempt to arrange your teaching schedule to accommodate your request.

Full time staff members with degrees in physical education would probably be wise to take not more than one in service training course per term. Others according to the recommendation of our in service training committee should preferably take two during their off season. You will recall from the in service training notice sent to you sometime ago that any work done in this connection will in no way influence the number of hours you teach.

Please indicate at your earliest convenience when you would like your in service training

of more staff members. A wider variety of teaching competencies among staff members can result in increased services to students and improvement of instruction.

**In service Growth of the Professional Curriculum Staff —**  
For the most part whatever professional growth takes place with the physical education teacher training staff is likely to occur on an individual basis. In this connection it is essential that the director or head of the department be an aggressive leader possessed with an insatiable abundance of professional enthusiasm. The director or department head should encourage staff members to work toward the terminal degree, do research, attend and participate in conventions, write for publication and engage in any other practices which will help to improve their teaching.

Professional curriculum staff members should perhaps visit the classes of their colleagues not only as a means of improving their own



teaching, but for the purpose of providing for a greater amount of coordination in the department. Members of the teacher-training staff should be given the opportunity to visit nearby public schools so that they will not become too far removed from the practical problems of teachers at the elementary and secondary school level. This might be accomplished by rotating the student teacher supervisory responsibilities. If these assignments were divided among a majority of the staff members there would perhaps be less likelihood of some faculty members becoming completely isolated from public school programs. As a result it might be easier for staff members to bridge the gap between theory and practice and possibly better prepare prospective teachers for the pragmatic conditions they are likely to face on the job.

**Clarification of Student Teaching Terminology.**—There is an abundance of terms used to describe situations and personnel associated with pre-service teaching. A few of the terms used to identify the student include "student teacher," "practice teacher," "cadet teacher," "apprentice teacher," and "interne." Similarly, the teaching act is referred to as "student teaching," "practice teaching," etc. The two most commonly used terms are "student teaching" and "practice teaching." With regard to preference in the usage of these terms, "student teaching" seems to be the better of the two, although perhaps both terms aptly describe the nature of the work. The objection to the term "practice teaching" may have arisen in some areas where parents questioned the idea of having students "practice" on their children. Consequently, from a psychological point of view, the term "student teaching" may have better acceptance.

The teacher with whom the student teacher does his work has also been identified by a variety of terms. This individual is most often likely to be referred to as the "supervising teacher," "critic teacher," "regular teacher," or "cooperating teacher." "Supervising teacher" appears to be the best term since this title is more nearly identified with supervision and improvement of the teacher-pupil learning situation.

**Scope of Supervision in Student Teaching.**—Several agencies and personnel should function in a sound program of student teaching. Included here should be, among others, the department of physical education, department of education, placement service, cooperating school where student teaching is to take place, supervisor of student teachers, supervising teacher, and student teacher. The coordination of these agencies and personnel, combined with the extensiveness of the student's

training will determine to a large extent the future success of the prospective teacher

Supervision of student teaching actually begins when the student first declares his preference to become a physical education teacher. All members of the physical education faculty should consider each student a potential teacher and consequently assume a portion of the responsibility for helping the student achieve success. The staff members with whom the prospective teacher comes in contact can help him with the development of a sound philosophy of physical education during his training career. Furthermore the training should be geared as nearly as possible to approximate those functions which the prospective teacher will be required to perform in the field. When this situation prevails staff members can relate instruction to on the job conditions and help to prepare the prospective teacher for practical situations. When a majority of instructors assume this attitude with respect to all students supervision of student teaching becomes a more or less continuous function. This is extremely important since the actual student teaching experience is deferred until the end of the student's professional training program.

It is not the purpose of student teaching to turn out a finished teacher since this result can be approximated only through years of experience. On the other hand there should perhaps be certain objectives associated with the student teaching program which are not too difficult of achievement for the individual about to embark upon a teaching career in physical education. In this area the following objectives may be considered sufficiently specific to direct the efforts of all persons concerned with the program.

- 1 The development of an appreciation of the contribution physical education can make to general education in practical situations
- 2 The opportunity to apply sound principles of physical education in practical situations
- 3 The opportunity to exercise one's ability to plan for effective teaching with emphasis on valid criteria for selection of physical education learning experiences
- 4 The development of some of the basic fundamental skills involved in a valid teaching learning cycle in physical education

5. The development, through actual participation, of an appreciation of the extra-class activities engaged in by the physical education teacher.
6. The development of an appreciation of the community responsibilities of the physical education teacher.

**Procedures Preparatory to Student Teaching.**—It was mentioned previously that supervision of student teachers should be continuous throughout pre-service training. This procedure should provide for the establishment of a reasonably good foundation prior to the time of actual student teaching. In order to satisfactorily implement pre-service training it is necessary that certain factors be taken into consideration immediately preceding student teaching. It seems advisable that the approach to student teaching approximate, in so far as possible, all of the practical aspects of job procurement, orientation, job satisfaction, and success.

One of the first considerations should be the placement of students in those situations where they are likely to have the best opportunity to succeed. This can be accomplished in part by selecting the best possible off-campus cooperating schools if the teacher-training institution does not have its own laboratory school. Student teachers should be requested to submit an application for student teaching which will aid the department in placing them where their special talents and aptitudes may be used to best advantage. This application should contain certain constant features and yet be specific enough to furnish the necessary information needed by the local teacher-training institution. Figures 12 and 13 show examples of the student teaching application forms which have been used by the departments of physical education in large institutions.

After student teaching applications have been filled out, group meetings or individual conferences should be arranged for the purpose of informing student teachers about their responsibilities. These meetings or conferences should consist of a review of the philosophy and principles of physical education and all important factors commensurate with teaching success.

If possible, a meeting should be arranged with the supervising teacher and the administrative head of the school where the student teaching is to take place. This procedure should give the student teacher an opportunity to become oriented with respect to conditions peculiar to the specific school.

Figure 12

## APPLICATION FOR STUDENT TEACHING

## Regulations

You may not enroll for student teaching unless

- 1 You have senior standing (142 or more credits)
- 2 You have an all college average of C
- 3 You have completed 13 credits of course work in Education (including Psychology 201 and Education 310)

You should not be participating in a sport during the term you do your student teaching

## Personal Information

- 1 \_\_\_\_\_ 2 Age \_\_\_\_\_  
 Last Name First Middle
- 3 Married \_\_\_\_\_ Number of Children \_\_\_\_\_  
 Single \_\_\_\_\_
- 4 I wish to do student teaching \_\_\_\_\_ Term and Year \_\_\_\_\_
- 5 By that time I should have completed \_\_\_\_\_ Credit Hours \_\_\_\_\_
- 6 I will have completed Education 310 before doing student teaching  
 Yes \_\_\_\_\_ No \_\_\_\_\_
- 7 List any anticipated employment during the term you will be teaching  
 \_\_\_\_\_  
 \_\_\_\_\_
- 8 My major is \_\_\_\_\_
- 9 My minors are \_\_\_\_\_
- 10 The sports that I am best qualified to coach are  
 1 \_\_\_\_\_ 3 \_\_\_\_\_  
 2 \_\_\_\_\_ 4 \_\_\_\_\_
- 11 I have had varsity experience in the following sports  
 A High School B College C Military Service  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- 12 I have won letters in the following sports  
 A High School B College  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- 13 I have had the following teaching experience  
 \_\_\_\_\_  
 \_\_\_\_\_

Figure 13

## APPLICATION FOR STUDENT TEACHING IN PHYSICAL EDUCATION

1 Name \_\_\_\_\_ Class \_\_\_\_\_  
                     Last                      First                      Initial

2 Address (during school year) \_\_\_\_\_

3 Phone (during school year) \_\_\_\_\_

4 Home Address (if different) \_\_\_\_\_

5 Name of High and/or Prep School from which you graduated \_\_\_\_\_

6 Minor Subjects    1. \_\_\_\_\_ 2. \_\_\_\_\_

7 List varsity sports in which you plan to participate \_\_\_\_\_

8 List below First second and third choices of public school systems in which you would like to do your student teaching Unless you have a special reason do not request assignment to the school from which you have graduated.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

9 Date \_\_\_\_\_

10 Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Naturally, it may be impossible to incorporate all of these suggested procedures in every situation. However, the recommendations presented here will perhaps serve as a rough guide with respect to some of the preparatory steps that should immediately precede the actual student teaching process.

**The Supervising Teacher.**—One of the most important factors contributing to success in student teaching is the supervising teacher with whom the student teacher does his work. Consequently, it seems advisable to examine some of the considerations involved in the selection and implementation of functions of supervising teachers. Whenever possible, student teachers should be assigned to supervising teachers who have demonstrated ability as outstanding teachers as well as a professional attitude toward the field of physical education. Furthermore, supervising teachers should be selected on the basis of their interest in

engaging in this activity. It is also highly desirable that supervising teachers have some training in the area of supervision although this is seldom likely to be the case. In this regard, a survey by Stiles<sup>8</sup> indicated that less than 20 per cent of student teachers are supervised by those who have special training in this area.

With such a large number of supervising teachers having little or no special training for this important function there appears to be a need for some sort of in service training. One possibility in this direction is use of the workshop technique. Departments of Education in a number of colleges and universities have reported excellent results in using the workshop approach for supervising teachers.

Other questions which arise with respect to supervising teachers are those concerned with faculty status and extra remuneration for rendering this type of service. With regard to faculty status the previously mentioned survey<sup>8</sup> revealed that 70 per cent of the teacher education authorities contacted were of the opinion that supervising teachers should belong to both the public school faculty and the college of education faculty. This practice however was reported in only thirteen per cent of the universities surveyed. While it does not seem necessary for supervising teachers employed by the public schools to have professorial rank on the college faculty it does seem advisable that some type of recognition be designated to show that they are associated with the teacher training institution in the supervision of student teachers. This practice appears to have the advantage of establishing higher morale among supervising teachers as well as bringing them into closer relationships with college officials.

The problem of compensation for supervising teachers is one that should perhaps be solved jointly by the cooperating public school system and the teacher training institution. In the final analysis it becomes a question as to which agency receives the most benefit—the teacher training institution whose students are able to receive training in student teaching or the cooperating school which receives the services of the student teachers. As a consequence there must be an amicable agreement between the two agencies concerned. In some instances the teacher training institution pays the supervising teacher a flat fee while others may have an arrangement which provides for tuition fees so that supervising teachers may do advanced study at the university. Some times the teacher training institution pays for the use of the cooperating schools. When this practice prevails the cooperating school usually as

sumes the responsibility for extra compensation for supervising teachers, either through extra salary or adjustment of teaching load. This particular plan may be instrumental in influencing the supervising teacher to assume a more direct responsibility and obligation to student teachers under his charge.

On the basis of the place of importance that the supervising teacher holds with regard to the success of the student teacher, the following recommendations appear justified

1. There should be some method devised for the selection of the best possible supervising teachers.
2. Whenever possible some type of in-service training should be provided for supervising teachers.
3. Each teacher-training institution and cooperating public school system should jointly decide upon an equitable means of compensation for supervising teachers.
4. A system should be devised whereby supervising teachers would be given recognition on the teacher-training institution's staff.
5. There should be a greater degree of coordination among supervising teachers, student teachers, teacher-training physical education departments, and the cooperating public school system administrators.

**Plans of Student Teaching.**—It appears doubtful that there is any one best method of providing laboratory experiences for prospective physical education teachers. The many ramifications surrounding student teaching help to point up the advantages and disadvantages regardless of the particular method used. Many teacher-training institutions are without laboratory schools and must seek off-campus student teaching facilities. When this occurs the plan of student teaching decided upon must be one that is acceptable to both the training institution and the cooperating school. This is likely to bring about a more satisfactory relationship between the two agencies and consequently, more worth-while experiences for student teachers.

It was reported at a recent national meeting<sup>8</sup> that there is a trend toward "half-day" student teaching in the senior year. However, it cannot definitely be stated whether or not this is a desirable trend since there is no preponderance of evidence that indicates that any one plan of student teaching is best. It may be that the type of plan used in a specific location depends more upon the feasibility of its use than the extent to which it meets the needs of student teachers.

In so far as possible student teachers should be able to devote full time to this work. In other words it seems advisable that other classes and class work not be scheduled during the term when the student teaching is done. This provides for more freedom in teaching schedules for student teachers at the same time giving them more time to actually work with and study the pupils under their charge. Some teacher training institutions block out a period of time from six or seven to nine or ten weeks and have student teachers spend full time on the student teaching job. In these situations the student teacher usually lives right in the community and takes part in all of the activities engaged in by the regular teacher. This plan has much to recommend it in that the student teacher has the opportunity to see the teaching profession in its broad concept. One objection to this plan for student teachers in physical education might be that they would be doing their student teaching in a part of one season whereas if they were in the school for a term or semester they would have a greater opportunity to see the physical education program in operation for a longer period of time.

One of the greatest current needs in providing for better plans for student teaching is concerned with the fact that experiences should start early in the professional training career and be continuous and progressive. Teachers in service when asked what improvements should be made in professional preparation in physical education almost without exception agree that there is a distinct need for more practical experience throughout all stages of the professional training program. Where it is impractical to provide for actual student teaching on a continuous basis effort should be made to have prospective teachers spend more time in observation prior to student teaching. This experience might well occur in the freshman or sophomore year with observation of student teachers as well as regular teachers of physical education.

**Evaluating Student Teaching**—It was mentioned previously that the supervision of student teaching should begin when the student first declares his preferences to become a physical education teacher. The same recommendation might well be made for evaluating student teaching. Likewise the same agencies and personnel assuming responsibility for the success of student teachers should also take part in evaluating student teaching. Since student teachers must receive a rating for credit and because prospective employers place a great emphasis on this mark a great deal of consideration must be given to the way in



which the student teaching mark is determined. This implies that a majority of the persons who come in contact with the prospective teacher during his training career should contribute to the final evaluation of student teaching. This continuous type of evaluation should give a more valid estimate of the student teacher's progress and professional growth.

As many rating techniques as necessary should be used in order to secure a true evaluation of student teaching. Conferences with student teachers, provision for self-evaluation, and ratings by pupils all have a significant place when correctly used. Perhaps the most common instrument for purposes of evaluating student teaching is the rating scale. Ratings by individuals are necessarily subjective; however, a suitable rating scale can provide for an objective method of utilizing judgments. In this relation, it is fundamental that the traits considered for rating must, in so far as possible, be measurable and subject to improvement.

Ratings of prospective teachers should not be deferred until actual student teaching takes place. Demonstrations by students in methods courses provide a good opportunity for instructors to rate students. At the same time students may rate themselves and their classmates, with the latter practice providing experience in techniques of observation. Fig. 14 shows a form which might be used for this purpose.

When an instructor rates the student on a device such as the one shown in Figure 14, a copy of the rating should be given to the student so that he may note his weaknesses and try to improve in subsequent teaching demonstrations. When ratings are made by other students a composite of the ratings may be submitted to each individual without revealing the identity of any of the raters.

Various kinds of rating scales have been devised for use in the appraisal of the actual work of the student teacher on the job. An example of such a rating scale which has been used in the department of physical education of a large university is shown in Figure 15. Regardless of the type of rating scale used, it should be borne in mind that only those traits concerned with successful teaching should be taken into consideration. Furthermore, the ratings will only be as valid as the expertness of the person doing the rating. This implies that those individuals responsible for the rating of student teachers must have a complete understanding of the valid criteria for judging teaching ability.

**Figure 14**  
**RATING DEVICE FOR PURPOSE OF EVALUATING TEACHING DEMONSTRATIONS IN METHODS COURSES IN PHYSICAL EDUCATION**

[illegible]

Figure 15

## DIRECTED TEACHING EVALUATION OF STUDENT TEACHER

Name of Student

Date

Place of demonstration

Class level

Ratings: The (✓) in the appropriate column indicates the following: (1) superior, (2) strong, (3) good, (4) needs improvement, (5) unsatisfactory.  
 Unchecked: no evidence or opportunity for rating.

Personal Qualities	1	2	3	4	5	Professional	1	2	3	4	5
Personal appearance						Enthusiasm in teaching					
English usage						Loyalty and co-operation					
Sense of humor						Punctuality					
Poise—self-control						Judgment					
Sympathetic understanding						Maturity					
Other:						Justifiable self-confidence					
						Reaction of students					
						Other:					
Teaching Technique	1	2	3	4	5	Preparation	1	2	3	4	5
General skill in teaching						Control of activities					
Ability to create favorable situations						Selection of aims					
Ability to interest						Organization of materials					
Use of student leadership						Methods and devices used					
Originality of lesson						Well-balanced lesson					
Other:						Other:					

Comments:

Signed

## Questions for Discussion

- 1 What is the current status of physical education at the college and university level?
- 2 Why is there a need for supervision in physical education at the college and university level?
- 3 Why is it desirable to have an in-service training program for the service curriculum staff?
- 4 What are some of the problems involved in establishing an in-service program for the service curriculum staff?
- 5 How would you improve on the Teacher Competency sheet in Figure 10?
- 6 What individual responsibilities should professional curriculum staff members assume for their own professional growth?
- 7 What are some of the factors to consider in the evaluation of student teaching?

## Suggested Class Activities

- 1 Write a brief summary on the importance of orientation of new staff members
- 2 Form a panel for the purpose of discussing student teaching terminology
- 3 Form a round table group for the purpose of discussing those procedures which should be taken into consideration preparatory to student teaching
- 4 Devise a student teaching application form using Figures 12 and 13 as a guide
- 5 If you have ever been a supervising teacher give an oral report to the class of your experiences
- 6 From your experiences as a student teacher and/or a teacher in service write a brief summary indicating the limitations of the plan of student teaching in which you took part
- 7 Devise a rating scale similar to the one in Figure 14

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## SUPERVISION IN SCHOOL HEALTH EDUCATION

### Definitions and Interpretations in School Health Terminology

—The field of school health is characterized by the somewhat unique distinction of having a proposed list of standardized terms. Attempts at standardization of terms in this area were brought about through the efforts of a Committee on Terminology of the Health Education Section of the American Association for Health and Physical Education. The recommendations of this Committee were published in 1934.<sup>1</sup> In view of the fact that many of the health education activities took on new meanings in the intervening fifteen years a new Committee was organized in 1949 for the purpose of redefining terms and bringing clarity to certain features in school health. This group became known as the Joint Committee on Terminology in Health Education and represented the American Association for Health Physical Education and Recreation and the American School Health Association.

This Committee has made a significant contribution in defining and clarifying the following list of terms currently in use in the school health field:

- 1 School Health Program
- 2 School Health Services
- 3 Health Appraisal
- 4 School Health Counseling
- 5 School Health Education (from the point of view of the school program)
- 6 Healthful School Living
- 7 Health Coordination
- 8 School Health Council
- 9 School Health Educator

The ensuing discussion includes the definitions of these terms recommended by the Joint Committee (Committee definitions indicated by quotations).<sup>2</sup> In addition further interpretations and delineations

tions are made by the authors for purposes pertinent to the scope of this chapter.

**SCHOOL HEALTH PROGRAM.** "The school procedures that contribute to the understanding, maintenance, and improvement of the health of pupils and school personnel, including health services, health education, and healthful school living."

With respect to this definition it is interesting to note that the previous Committee on Terminology recommended that the term "School Health Program" be abandoned because it had outgrown its usefulness. The recommendation at that time (1934) was that the term "School Health Program" might profitably be supplanted by the term "School Health Education" on the following basis:

"The word EDUCATION indicates the integration of school health activities with the total educational curriculum, while PROGRAM carries an implication of a separate consideration which may be attached to but is not an integral part of the general curriculum. Anything which implies such separation tends to hamper the growth of important and basic relationships between school health education and other aspects of school education"

The point of importance here seems to be that the Joint Committees' revival of the term "School Health Program," with the definition given above reflects a belief in the broad concept of the curriculum to the extent that the curriculum consists of all of the experiences that a pupil has under the guidance of the school

**SCHOOL HEALTH SERVICES** "The school procedures which are established to (a) appraise the health status of pupils and school personnel; (b) counsel pupils, parents, and other persons involved, concerning appraisal findings; (c) encourage the correction of remediable defects; (d) help plan for the health care and education of handicapped children; (e) help prevent and control disease; (f) provide emergency care for the sick and injured"

One of the important features of this definition is that it contains provision for the health appraisal of school personnel as well as pupils. This approach places significant importance on the factor of teacher-pupil relationships which is being given increased attention with reference to the learning situation

**HEALTH APPRAISAL.** "That phase of school health service which seeks to assess the physical, mental, emotional, and social health status

of individual pupils and school personnel through such means as health histories teachers and nurses observations screening tests and medical, dental and psychological examinations

This definition tends to delineate health service to include the numerous aspects of appraisal commensurate with the total growth and development of pupils In a completely adequate program a school should have access to the services of as wide a variety of health service specialists as is necessary to fully appraise the health status of pupils Some of these specialized personnel include among others physicians nurses dentists dental hygienists psychologists psychiatrists speech and hearing therapists and school social workers Teachers can serve as a hub in the health appraisal of pupils by being ever on the alert to detect deviations from the normal and refer them to the proper persons When a majority of teachers follow this procedure the level of health will be raised immeasurably

**SCHOOL HEALTH COUNSELING** The procedures by which nurses teachers physicians guidance personnel and others interpret to pupils and parents the nature and significance of a health problem and aid them in formulating a plan of action which will lead to solution of the problem'

The place and importance of health in the school program is such that health guidance might well be considered a primary concern of the school Although there is little doubt that health guidance and counseling takes place in many schools perhaps in most instances it is of an incidental nature with relatively few schools at the present time having organized health guidance programs While it would perhaps be a premature generalization to state that there is a current trend toward organized school health guidance programs progress is being made on this relatively new movement Consequently those persons responsible for this phase of the health program should investigate the many avenues open to this particular guidance and counseling approach

**SCHOOL HEALTH EDUCATION** (from the point of view of the school program) The process of providing learning experiences for the purpose of influencing knowledges attitudes and conduct relating to individual and group health'

This definition by the Joint Committee is much the same as the previous Committees' definition of the term 'Health Instruction' that is 'That organization of learning experiences directed toward the de-



velopment of favorable health knowledges, attitudes, and practices'' It was further pointed out by the previous Committee that the term "Health Instruction" should be used to define "that special effort in the class exercise to promote understanding of and practice in health" Since health instruction is concerned primarily with classroom procedures it seems important that this term be retained in school health terminology to include the various aspects of health teaching.

**HEALTHFUL SCHOOL LIVING.** "A term which designates the provision of a safe and healthful environment, the organization of a healthful school day, and the establishment of interpersonal relationships favorable to the best emotional, social, and physical health of pupils"

The current definition of this term shows practically no deviation from the previous definition. Some of the many closely related factors which contribute to a safe and healthful school environment include, among others, wise planning in new school construction, lighting, heating and ventilation, seating, sanitary lavatory and toilet facilities, fire safety, cafeteria and lunch room supervision, and greater stress on the importance of teacher-pupil relationships.

**HEALTH COORDINATION.** "The process of developing relationships within the school program and between school and community health programs which contribute to harmonious action in the solution of problems relating to pupil health"

This is a relatively new term in the area of school health, but it is gradually assuming a place of utmost importance. The importance of health coordination as defined by the Joint Committee should certainly not be underestimated since it is significant in making the total school health program function on an optimum basis. Pupils are likely to receive the greatest health benefits when the efforts of the home, school, and community are coordinated to the extent that maximum and proficient use of personnel and facilities is realized.

**SCHOOL HEALTH COUNCIL.** "A representative group of persons organized for the purposes of study, planning, and action aimed at the identification and solution of school health problems"

The latitude of the school health program is so great and its ramifications so numerous that some sort of coordinating organization seems advisable to attain optimum results. In this connection, a school health council that has a complete understanding of its functions can be of considerable importance in furthering the objectives of the total school health program.

The organization of a school health council can be brought about in a number of ways. Perhaps the best type of organization is one which originates on a spontaneous basis where one or more individuals see the need for the solution of certain health problems in the school. When a school health council is inaugurated in this manner problems can be met as they arise without waiting for serious conditions to develop before provoking group action.

Those persons called upon to serve on the school health council should be selected on the basis of the contributions they can make. While membership will vary from one locality to another it seems advisable that the following groups be represented: school administration, school health service, board of education, special subject supervisors, general supervisors, guidance department, custodial staff, cafeteria staff, Parent Teacher Association, community official and non official health agencies, teaching staff and student body.

There is a wide variation in the degree of success experienced by school health councils. Some feel that their efforts have had a profound influence in meeting health needs while others have abandoned hope on the basis that their endeavors were fruitless. Because of the latter situation it might be well to consider some of the factors essential to the successful functioning of the school health council.

One of the first requisites is that of leadership. The chairman of the council must possess those personal traits conducive to human relationships as well as the ability to execute democratic procedures in working with his associates. A second important feature is that the members of the council must understand fully the objectives of the organization. This will help materially in identification and eventual solution of health problems. Another factor in the success of the group—although not an absolute necessity—is early success in the solution of a health problem. When this occurs the council is spurred to greater efforts on the basis of its success in dealing with a specific problem. Further when a health problem is identified action on it should not be deferred and those persons most concerned with the problem at hand should see that the agency which they represent takes immediate steps to correct the situation. Sometimes even slight delays in action can contribute to the downfall of the operation of the school health council and this might well be avoided in instances where immediate action is taken. Success can also be obtained by attempting to continually improve existing procedures. This calls for con-

stant appraisal of the work of the council by its members in order that its most satisfactory practices may be perpetuated.

**SCHOOL HEALTH EDUCATOR.** "A person specially qualified to serve as a teacher, consultant, coordinator, or supervisor of health education in an individual school or a school system"

One of the interesting points in this definition lies in the fact that the person serving in this capacity should be "specially qualified." For the past several years school health educators have received their special qualifications through their own individual interest in the work as well as learning on the job. With more and more teacher-training institutions placing emphasis on the training of school health educators, it is now possible to recruit persons for these positions who possess an educational background commensurate with the practical situations they are likely to face in the field.

**Status and Function of the School Health Educator.**—There are a variety of factors which will govern the status and function of the school health educator. Questions as to who shall assume the responsibility of school health educator, as well as that individual's status and function in the school or school system, depend largely on local conditions. For example, the size of the school system, number of qualified health personnel, ways of providing learning experiences in health, and other conditions pertinent to the local situation will influence to some extent the exact nature of the school health educator's work.

With respect to the question of which person in the school system should act as school health educator, it is interesting to note that this responsibility is often centered with the person in charge of the physical education program. In this regard, a recent study of public school physical education personnel revealed that in large communities (over 50,000) 64 out of 78, or 82 per cent, of the persons in charge of the physical education program for the entire school system had the term "health" or "health education" as a part of their title. In other words, such titles as Director or Supervisor of Health and Physical Education were found to be in common usage. In medium-sized communities (15,000 to 50,000) this situation prevailed in 28 out of 63 cases, or 44 per cent, while in small communities (under 15,000) seven persons out of 35, or 20 per cent, were in this category. Furthermore, in large communities, 82 per cent of the persons in charge of the physical education program also acted as health coordinator, with 77 per cent and

60 per cent acting in this capacity in medium and small communities respectively.

In very large cities with several hundred thousand population there is more likely to be a large staff to carry out the functions of the school health program. However, in many cases the person in charge of the physical education program also assumes the responsibility of taking charge of the health education program. The city of Baltimore, Maryland, is a case in point as indicated in the organization chart presented in Figure 16.

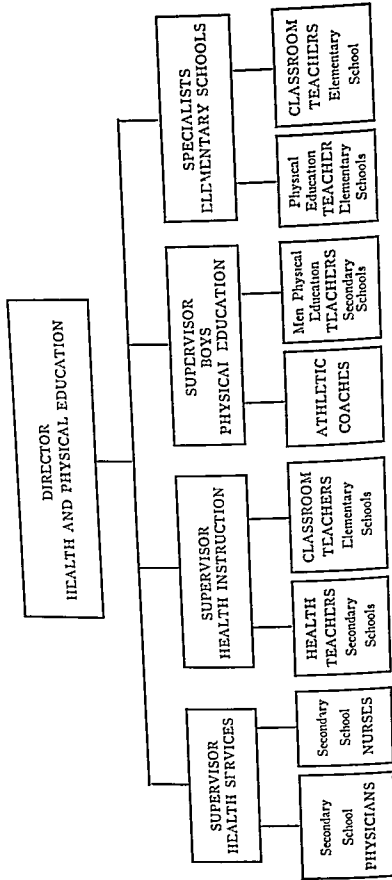
While school health educators may be classified under a number of titles such as consultant, coordinator, or supervisor, the duties of each may be closely related and in many instances the same. For example, a Consultant may also coordinate and supervise, while a Coordinator may consult and also supervise. Likewise, a supervisor may also coordinate and consult. In other words, there seems to be little reason at the present time for differentiating among the various titles as far as functions are concerned since a school health educator may assume the title which is popular in a specific school system. What then are the functions of the school health educator serving as consultant, coordinator, or supervisor? Depending upon the previously mentioned factors pertinent to local conditions, the following list suggests some of the generalized duties which persons occupying these positions may be called upon to perform:

1. Coordinate school health activities with official and non-official community health agencies
2. Coordinate the work of the health service staff
3. Supervise the screening of vision and hearing defects
4. Follow up pupil referrals resulting from physicians' and nurses' examinations
5. Follow up pupil referrals resulting from teacher observations
6. Assume responsibility for health records of pupils
7. Consult with teachers, administrators, parents, and pupils on health problems
8. Assist in the organization of school health councils
9. Assist with the integration of health instruction, health service, healthful school living, and community health in the total school curriculum.

Figure 16\*

DEPARTMENT OF EDUCATION  
BALTIMORE MARYLAND

Division of Health and Physical Education



\*Used through the courtesy of the Division of Health and Physical Education Department of Education Baltimore Maryland

- 10 Assist teachers in the development of the health education curriculum
- 11 Assist teachers in providing worthwhile learning experiences in health and the placement of these learning experiences at the proper grade level
- 12 Assist teachers in the development of health course content
- 13 Apply those supervisory techniques which are likely to be most useful in improving the teacher pupil learning situation in health
- 14 Assist in a cooperative evaluation of the health education program

It may readily be seen from the scope of the school health educator's functions that he plays a basic and fundamental part in providing for optimum health of the school population. All of these functions are related either directly or indirectly to the learning situation. The remainder of this chapter will be devoted to the health instruction phase of the program with respect to the part the supervisor and teachers play in providing for worthwhile learning experiences in health and the improvement of the teacher pupil learning situation in this area.

**Organization of the Health Instruction Program**—Health instruction is concerned with providing learning experiences in healthful living which will develop desirable attitudes toward practices which are conducive to the health of the individual and society. To accomplish this purpose a program of health instruction must be organized in such a way that learning experiences in healthful living will be provided at all grade levels.

The type of organization for health instruction will depend largely upon the plan of general organization in the local school system as well as the extent to which qualified personnel are available to assist teachers with the health instruction phase of the program. With regard to instruction it has been found that the best programs of health instruction result when some individual takes the responsibility for the supervision of instruction in health throughout all grades in the school system. Depending upon the size of the school enrollment this individual may be the principal general supervisor, physical educator or health coordinator, consultant or supervisor. For purposes of consistency, this individual will be referred to hereafter as the supervisor.

Although health instruction should take place at all grade levels, differences in plans of organization at the elementary and secondary school levels necessitate separate discussions of the two grade levels.

**ELEMENTARY SCHOOL LEVEL.** There are numerous opportunities for the provision of worth-while learning experiences in healthful living in the elementary school. However, in order to make the most of these opportunities a definite plan of organization for health instruction must be in operation.

In a majority of cases at the elementary school level one classroom teacher will have the responsibility for most of the teaching. Because of this, possibilities for integration and correlation in health instruction are enhanced. In other words, health instruction can take place relatively easily in a number of subject-matter fields. This may be accomplished in part by the use of pupil-teacher constructed health units. Health instruction organized in this manner lends itself readily to the use of a variety of learning experiences, thus resulting in provision for individual differences of pupils.

**SECONDARY SCHOOL LEVEL** Most of the present plans of organization of health instruction at the secondary school level cannot be regarded as entirely satisfactory. The most prevalent plan at the present time is one that alternates health instruction for two or three periods weekly with physical education. The following disadvantages of a health instruction program organized on this basis have been pointed out in the revised edition of *Twentieth Yearbook of the American Association of School Administrators*<sup>1</sup>

1. The negative attitudes of some pupils toward health teaching when they feel that they are being deprived of their physical activity in order to study health principles
2. The attitude of some physical education teachers who under this arrangement regard health education as a burden rather than an opportunity.
- 3 The fact that the classes are often too large for successful classroom teaching
4. The lack of books, materials, and other teaching aids if health classes are taught in the gymnasium
5. The fact that many physical education teachers are not qualified to teach health education.

If proper supervision is available many of these disadvantages may be avoided through procedures which will help to improve those

factors which contribute either directly or indirectly to the learning situation

Another plan which has been used in recent years is one which provides for differentiated health units in other courses. The success of this plan is also likely to be dependent upon the amount of supervision available, since it is necessary to coordinate the health activities in the various courses to avoid undesirable overlapping. Courses in general science, biology, social studies and physical education provide opportunities for limited units in health. While this type of organization for health instruction may be used with a limited degree of success in some schools, it should not be relied on entirely. There are two principal reasons for this. First, teachers in some of the other subjects may be reluctant to construct health units, and second, units may be offered only in courses that are not required of all pupils. Because of this, it is recommended that when this plan is used, it be put into operation as a supplement to direct health instruction.

The fact that most secondary schools are organized on a departmentalized basis places a premium on the 'subject' rather than the pupil. This condition militates against an entirely satisfactory plan of health instruction except in those situations where health is offered as a concentrated course. This procedure places health courses on the same basis as other courses in the curriculum, assuring them equal status as far as pupils and teachers are concerned. Consequently, in light of the present organization of most secondary schools, the most satisfactory means of providing learning experiences in healthful living at this level appears to be through the separate or concentrated course. In this connection, the minimum recommendation should include a one semester course in the ninth or tenth grade with a second semester course in the eleventh or twelfth grade. A maximum recommendation might include a course offered every semester from the seventh through the twelfth grades.

Some educators are of the opinion that separate courses in health violate the first principles of integration, while others feel that secondary school pupils should be able to integrate what is learned in independently organized subjects. There is perhaps insufficient objective evidence at the present time from which to draw conclusions on the feasibility of one plan over the other. Consequently, the fact remains that the current situation seems to indicate that as far as health instruction is concerned, the concentrated course in health is best suited



to the needs of pupils at the secondary school level. This and other conditions involving the current status of secondary school health instruction have been reported in a recent study by the United States Office of Education. The following summary of this study indicates certain trends in secondary school health instruction on a national basis<sup>11</sup>

- 1 **LAWS AND REGULATIONS** Thirty-three states require health education in the secondary schools—27 by state law and 6 by regulation of the state departments of education. Half of these states are included in the 30 which have special legislation requiring the teaching of alcohol and narcotics regulations.
- 2 **HEALTH AS A REQUIRED SUBJECT.** Twenty-five of the 33 states requiring health education in the secondary schools report that health instruction is included in the curriculum as a required subject; the other 8 states report that it is integrated with other subjects. Only 4 of the 15 states without laws or regulations on the subject report that health instruction is available in no school either as a required or an elective subject.
- 3 **SETTING STANDARDS** A cooperative arrangement exists in most states in the matter of establishing standards for health education. Standards are reported to be set in 14 states by state departments of education only; in 8 states by both the state departments of education and of health; in 9 state departments of education and health and local schools; in 9 by state departments of education and local schools; and in 8 by local schools only. Twenty-three state departments of education report courses of study in health education for secondary schools.
- 4 **CREDIT.** Forty-four states report that credit in health instruction is counted toward graduation. The tendency is to limit the total credit in health instruction to 1 unit of the 16 ordinarily required for graduation from high school. A few states permit up to 2 units. In some states the credit is in addition to the regularly required units for graduation.
- 5 **COURSE PLANS** A variety of plans for offering health instruction exists. The most frequently reported plan is that of 2 or 3 class periods per week scheduled alternately with physical education. The least satisfactory plan of 1 hour per week for several semesters is still reported by many states. The plan recommended most frequently by state departments of education and by national organiza-

tions, and which is growing most rapidly, is that of daily class periods for 1 or 2 semesters

- 6 **TEACHING REQUIREMENTS** Twelve of the states indicate that a combination major in health and physical education is required as preparation for teachers who are to teach health. Eleven states report that separate training is required for both health education and physical education and a similar number report that they are planning to have separate requirements. Most of the states report that physical education and health education are taught by the same certified teacher. Science teachers, home economics teachers, and school nurses are also reported as teaching health classes.

**Planning the Health Education Curriculum**—The emphasis placed on the importance of health instruction in the public schools in recent years has brought with it a need for systematic planning of the health education curriculum. This is particularly true in light of some of the early experiences in health instruction which were designed to impart knowledge concerning the evils of alcohol and narcotics along with factual material in pure physiology. The manner in which some of these early courses were presented developed into a form of preaching which, to say the least, made health instruction boring to pupils. Teachers and educators of that era were inclined to believe that pupils were given a factual knowledge of the structure and function of the human organism; they would make proper application of this knowledge in solving their health problems. As a consequence, little consideration of pupil participation or recognition of pupil needs was in evidence with respect to those courses which concerned their health.

The fact that this procedure has not been entirely discontinued may be noted today in some schools where pupils express a shudder of reluctance at the mention of the term "health class." This is indeed an unfortunate situation in that health instruction has such a diversified range of application of actual life experiences which should be of much interest to pupils at all grade levels.

A well planned health education curriculum is necessary in order to route these learning experiences into channels which will help pupils develop desirable attitudes toward health and put into practice habits most conducive to the health of themselves as well as others. However, this cannot be accomplished entirely by having pupils read health facts in textbooks and recite the answers in "phonograph" fashion. Nor

will the practice of herding a large number of pupils into the auditorium or gymnasium to view a variety of health films be sufficient in a health instruction program. This does not mean to imply that these activities are not worth while. On the contrary, these activities along with a variety of others should be considered in planning the health education curriculum. If the health instruction program is going to attain desirable results, numerous considerations must be taken into account with respect to curriculum planning. A well-planned health education curriculum might well be based on the following factors:

1. Definitely formulated objectives
2. Cooperation of all school personnel
3. Needs of pupils
4. Interests of pupils
5. Use of community resources
6. Varied activity
7. Grade placement of learning experiences
8. Scientific accuracy

**OBJECTIVES OF HEALTH INSTRUCTION.** The term "health" has assumed the proportion of a level to be attained. This is evidenced by the definition of health formulated by the World Health Organization which states that "Health is a state of complete physical, mental, and social well being, and not merely the absence of disease and infirmity." The impact of this definition is brought out more clearly when it is considered that it has been endorsed by a majority of the nations of the world. While it may be doubtful that large numbers of people will ever attain the status of health as it is defined by the World Health Organization, schools are nevertheless obligated to exert every effort to help pupils raise, or at least maintain, their present health status. Unfortunately, this has not always been the case as there are many indications that some pupils have terminated their school careers in a poorer state of health than when they entered school. This condition can be improved to a certain extent by a well-planned health instruction program. Consequently, simply stated, the primary purpose of health instruction should be to provide those learning experiences which will help the individual attain optimum health within the realm of his innate capacities.

**COOPERATION OF SCHOOL PERSONNEL.** Cooperation of all persons concerned is essential to an adequate health education program. This means that those persons who can make a contribution to the health

education curriculum should be given an opportunity to cooperate in curriculum planning. In this relation, the attitude that the school administrator assumes toward health education will be highly important as he is expected to set the pace for leadership with regard to curriculum planning. The frequently mentioned statement, where there is a good health education program there is a good school administrator, certainly holds true. When the administrator expects health education to be an integral part of the school curriculum teachers are more likely to accept greater responsibility with respect to the health of pupils. Moreover, when the school administrator gives his unqualified sanction to the health education curriculum there is likely to be adequate provision made for such important factors as time allotment, methods of teaching and gradation of activities through cooperative curriculum development.

Cooperative curriculum planning in health education entails the use of horizontal and vertical committees of teachers with the supervisor acting in the role of consultant. This type of planning provides for outstanding learning experiences for the participants. In addition to these committees, health specialists who serve the school system should be represented on the curriculum planning committee.

**NEEDS OF PUPILS** It is fundamental that the health needs of pupils be taken into consideration in planning the health education curriculum. Health needs may be considered immediate and prospective and general and specific. Many of the immediate needs are reflected in the growth and developmental traits and characteristics which may be identified at the various age levels. Prospective health needs may be considered in the light of some of the present family and community health problems at the adult level.

General health needs are reflected in health hazards which are prevalent on a nation wide basis while specific health needs might be considered as those related to the health status of pupils in their nearby surroundings. For example one might consider the general health needs from a standpoint of national mortality and morbidity statistics while specific health needs could be determined from information about these statistics at the local or community level as well as other local information pertaining to the health status of pupils. The following list enumerates several means by which immediate specific health needs of pupils may be determined.

1. Problems concerning the local board of health
2. Leading causes of death at the local level
3. Leading communicable diseases and infections at the local level
4. Surveys of teachers for their opinions of needs
5. School medical records
6. School absenteeism
7. Tuberculin testing and x-ray programs
8. Results of school screening tests such as vision and hearing
9. Anecdotal records of teachers resulting from observations
10. Results of physical education testing programs

Although some of these methods of detecting health needs of pupils are necessarily subjective, they nevertheless should provide the supervisor and teachers and other curriculum workers with basic information for the selection of curriculum content in health based on the needs of pupils. Moreover, when there is a reasonable understanding of the health needs of pupils at the local level, more worthwhile learning experiences may be provided in the health education curriculum in order to meet these needs.

**INTERESTS OF PUPILS** The fact that pupil interest is an essential requisite to learning is evidence that health interests of pupils should be given serious consideration in health education curriculum construction. However, interest should not be the only foundation for the selection of curriculum content in health. There are a number of factors which might militate against the exclusive use of health interest as the lone basis for curriculum construction. For example, it is possible that there may be a lack of interest because of a lack of information. In this case it would be necessary for teachers to motivate pupil interest in some of the health problems of the school and community. Another factor that should be considered is that interest may be focused on insignificant health problems. Also, it may be difficult to provide suitable learning experiences for pupils at certain age levels even though they may have an interest in a specific area of health.

The near ideal situation occurs when health needs and interests of pupils are in proper balance, and curriculum construction should take this factor into consideration. At some age levels it may perhaps be necessary to place greater stress on needs. This may be particularly true at the elementary school level as pupils of this age may be less aware of their needs than older pupils. In view of this fact, and other things being equal, health education curriculum planners

might be guided by the consideration that the older the pupils the greater the emphasis that might be placed on health interests as a basis for health content

The importance of health interest makes it almost mandatory that the supervisor and teachers explore the various ways of discovering these pupil interests. Some of these methods may be listed as follows

- 1 Studies of pupil health interests<sup>14</sup>
- 2 Surveys of pupil interests through free writing and check list techniques
- 3 Surveys of pupil health attitudes
- 4 Teacher observation of pupils
- 5 Health counseling

**USE OF COMMUNITY RESOURCES** The health education curriculum will be greatly enhanced when those persons responsible for its construction investigate all available community resources. When the curriculum is planned in this manner it makes for a closer relationship between school and community with respect to matters which influence the health of pupils. In this connection the supervisor should develop a complete list of sources available in the community which can contribute to health learning experiences of pupils. There are many ways in which the community can be used for health activities for pupils some of which are listed below. The extent to which the following resources are used may well depend upon the initiative the supervisor takes in developing them

- 1 Use of community and surrounding areas for field trips
- 2 Use of local physicians and dentists and others as resource persons
- 3 Use of local health department for data on mortality and morbidity statistics and planning of joint school community surveys
- 4 Use of printed materials which are issued by local official and non official agencies

**VARIED ACTIVITY** In order to meet the needs of pupils in terms of individual differences and for the purpose of facilitating learning the health education curriculum should contain a wide variety of activities. The area of health and hygiene is so extensive that it has a wide range of application for many different kinds of learning experiences. Furthermore there is an outstanding potential for health instruction to bring into play several of the senses whereby the learner

has a greater range of stimuli, and this should be a desirable asset to effective learning.

The lack of interest in health instruction on the part of many pupils might be due to the use of a limited number of learning activities. In other words, the textbook method, and health information lectures, if used exclusively, might well detract from a satisfactory learning situation and make health instruction uninteresting to a majority of pupils. On the other hand, this situation may be improved considerably when the supervisor and teachers plan together to include a variety of activities, techniques and learning experiences in the health education curriculum. The following list enumerates some of the media through which desirable learning can take place in health instruction through such activities as reading, observing, demonstrating, experimenting, constructing, creating, playing, singing, dramatizing, drawing, exploring, writing, and listening.

1. Reading materials
2. Demonstrations
3. Experiments
4. Audio-visual aids
5. Posters
6. Dramatization
7. Field trips
8. Buzz sessions
9. Round table and panel discussions
10. Resource persons

In planning health units the supervisor and teachers with the help of pupils must decide how these activities and techniques can be most effectively used so that learning experiences may be adapted to the capacities and interests of pupils.

**GRADE PLACEMENT OF LEARNING EXPERIENCES.** One of the most important, and at the same time one of the most difficult aspects of health education is the proper grade placement of learning experiences in the curriculum. Cooperation on the part of the supervisor and teachers is essential in providing for the most appropriate grade placement of learning experience in health. When the health education curriculum is in the process of construction the supervisor and teachers must accept a large share of the responsibility with respect to health curriculum content and methods of teaching to be used at the various grade levels. In other words, staff members should draw upon all previous

classroom experience and knowledge of child growth and developmental traits. When a cooperative approach is made to this problem all teachers will receive the benefit of the past experiences of their colleagues. Furthermore this approach is more likely to eliminate unnecessary and undesirable duplication and overlapping of health learning experiences.

After the health education curriculum has been established there remains the problem of constant improvement of curriculum offerings. This means that teachers should continue to share the experiences they have had with health activities at the various grade levels. The supervisor becomes an extremely important functionary in this relationship as he is in an excellent position to coordinate teacher experiences with the learning situation in health. As teachers experiment with classroom methods and techniques the successful and unsuccessful results may be reported to the supervisor for use in curriculum revision. When this type of procedure is employed there should evolve a gradation of learning experiences in health which are suited to the needs and interests of pupils at each grade level.

**SCIENTIFIC ACCURACY** It is common knowledge that all education should be based in so far as possible on current scientific findings supported by the most recent empirical evidence. This is doubly important in regard to those learning experiences which directly influence the present and future physical, mental, emotional, and social well-being of the individual and society. Unfortunately this situation has not always prevailed as far as health education has been concerned. Chenoweth and Selkirk<sup>8</sup> place strong emphasis on this problem by stating that

A new examination of the facts now taught needs to be made in order to see what is omitted that should be taught, to relegate to their proper places those things that are of only minor importance, and to eliminate the things that are not true. Texts in health sometimes contain errors that are copied and quoted over and over again in books by other authors. Texts should be more critically examined by experts before they are adopted. Some of the things now taught do not have a health value in keeping with the prominent place they occupy in teaching. One is inclined to suspect that some things are stressed because of the ease of teaching them and the difficulty of teaching other facts of greater importance.



The seriousness of this condition is brought out more clearly when it is considered that some misconceptions which pupils might develop can become a definite threat to their health. At best, health fads and superstitions are difficult to dispell, a situation which demands that all health information which goes into learning experiences must be scientifically accurate. Consequently, health education curriculum planners have the responsibility to identify valid health concepts which contribute to the maintenance and improvement of the physical, mental, emotional, and social status of pupils. Recent researches<sup>4</sup> pertaining to the identification of health concepts are recommended to the reader as an aid in health education curriculum construction at the elementary and secondary school levels.

### **Application of Supervisory Techniques in Health Education.**

—The extent to which specific supervisory techniques are applied for the improvement of the teacher-pupil learning situation in health depends upon a number of conditions. Such factors as the qualifications of the person in charge of supervision, training, and experience of teachers, plan of organization of health instruction, and school enrollment will govern to a large extent how, when, and where supervisory techniques may be successfully employed. The following discussion of some of the regular supervisory techniques suggests ways in which they may be used to improve the learning situation in health instruction.

**VISITATION.** The importance of visiting the teacher in the teaching situation has been expressed elsewhere in this text. Those recommendations made previously with respect to visitation of physical education classes are also applicable to classes in health instruction. In addition to visits by the supervisor other members of the health specialist staff might be utilized for visitation. For example, the supervisor might arrange for visits by the physician, nurse or others as resource persons to aid the teacher.

**MEETINGS AND CONFERENCES** Group meetings with the supervisor and health specialists for the purpose of discussing desirable health learning experiences and health materials are most profitable to teachers. These meetings may sometimes take the form of in-service classes and focus upon the most recent developments in health education. This is a particularly important feature with regard to scientific accuracy of teaching materials.

Individual conferences with the supervisor may be supplemented with conferences between the teacher and other health specialists. In this relation, teacher nurse conferences offer excellent opportunities for the teacher to gain a more extensive knowledge about school health problems.

**BULLETINS** Notices of new health materials may be channeled to teachers by means of bulletins. Also information pertaining to health examinations, supplements to curriculum materials and notices of a routine nature may be transmitted to teachers through this medium.

**DEMONSTRATION** Because of many changing concepts in terms of teaching methods in health instruction, demonstration teaching holds great promise as a supervisory technique in this area. The supervisor or a superior teacher can demonstrate a new teaching technique or the use of certain types of health education materials. Furthermore, group demonstration of screening devices for hearing and vision may be presented to teachers by the supervisor or health specialists in the area concerned. Demonstrations of physical examinations by physicians also offer an opportunity for teachers to become familiar with this procedure. A demonstration such as this should furnish the teacher with a suitable background for the proper instruction of pupils in terms of preparing them for the physical examination. This is particularly important at the early elementary school level where pupils may sometimes suffer unnecessary apprehension and mental anguish when their health status is appraised. This situation can perhaps be offset if the teacher is familiar with physical examination procedures and can prepare her pupils accordingly.

**OTHER IN-SERVICE AIDS** In school systems where insufficient provision is made for improvement of the health education program, teachers must rely on other sources for in-service education. Health education workshops organized on a state or regional basis have been particularly advantageous in this respect. Other in-service opportunities in health education include college and university summer and extension courses and visits to health centers and clinics and other communities that have enjoyed a degree of success with their health education programs.

### Questions for Discussion

- 1 What are the advantages of standardizing terminology in health education?
- 2 What is the function of the supervisor on the school health council?
- 3 What are some of the factors governing the status of the school health educator?
- 4 What are some of the differences in the organization of health instruction at the elementary school level and the secondary school level?
- 5 What are some of the plans of organization of health instruction used at the present time in the elementary and secondary school?
- 6 What is meant by differentiated health units in other courses?
- 7 What are some of the factors that must be given consideration in health education curriculum planning?
- 8 What can the supervisor do to help secure the cooperation of school personnel in health education curriculum planning?

### Suggested Class Activities

- 1 Form a panel discussion group for the purpose of discussing the problems involved in the organization of a school health council
- 2 Interview a school health educator for the purpose of determining the functions of this position.
- 3 Visit a school for the purpose of determining the type of organization that is in use in the health instruction program.
- 4 Form a round table discussion group for the purpose of discussing the most feasible plan of health instruction in a school system with which you are familiar
- 5 Form a committee for the purpose of discussing the needs of children in health education curriculum planning
- 6 Survey the health interests of a group of pupils. Write a brief summary on how you would use this material in health education curriculum planning
- 7 Make a list of available community sources which are available for the school health education program.

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## SUPERVISION IN SAFETY EDUCATION

**The Meaning of Safety.**—The terms health and safety are often used together because of their close relationship and because so many phases of safety are concerned with health. However, at the expense of being redundant the authors have chosen to discuss health and safety separately in order to make a clearer delineation in terms of the supervisor's functions in each of these areas.

In that health is considered by definition of the World Health Organization as a "state of complete physical, mental, and social well-being" certain safety measures should be taken to help school children maintain this condition. Consequently, the concept of safety accepted for the purpose of this chapter includes those factors which not only threaten the individual's health but also contribute to his security for healthful living.

**Responsibility for Safety.**—The necessity of self-preservation has been a dominating factor throughout the history of mankind. Prehistoric man found that if he was to survive he had to accept the responsibility for his self-preservation on a more or less individual basis. As a consequence, he devised his own safety measures in terms of protection for his own well-being. This was accomplished in part by the use of self-made clothing which he obtained from the skins of animals for his own body protection. Also he found it necessary to invent certain kinds of crude weapons with which to ward off other forms of life which might threaten his own.

Actually, civilization has developed largely on the basis of safety and security for the individual and the society in which he lives. The banding together of groups of people with like ideals, first by tribes and later by states and entire nations, has perhaps been influenced by the need for safety and security. As civilization became involved in many complex ramifications, the responsibility for certain factors of safety were centered with the group for the protection of the individuals who

made up the group. This eventuality has become necessary not only for the self preservation of the group but for the protection of the individual against himself. In other words in spite of many recent and modern inventions and legislation to protect the individual the fact remains that in modern living there are many more ways in which a person's safety may be jeopardized. For example the problem of accidents from motor vehicles is one that has existed for less than a century a relatively short span of time in the whole history of mankind. Consequently a changing society requires that many agencies assume the responsibility for the safety of large numbers of people. This is particularly true in a democracy where there is a basic obligation to provide safe living conditions for its citizens.

At the present time numerous federal state and local agencies are sharing this responsibility. Along with these various organizations the public schools of America should assume their share of the responsibility. This is especially important in terms of education for safety inasmuch as the school is a universal agency as far as educational functions are concerned. Furthermore the child is in school during the best learning period of his life. Moreover a great variety of opportunities for safety are provided in the school environment.

**Scope of the Safety Problem**—The fact that approximately 100 000 deaths are caused annually by accidents with one hundred times this many persons suffering injuries points up the magnitude of the safety problem at the national level. Furthermore with accidents the leading cause of death among the school age population it becomes essential that schools take into consideration those safety measures which will help preserve the well being of pupils. Because the number of accidents to the school population is almost equally divided with respect to those occurring under school jurisdiction and those out of school the problem becomes twofold as far as the school is concerned. For example the school must not only provide for a safe school environment but also must provide for learning experiences in safety which will help pupils establish safety habits for preservation of their well being both in and out of school.

The problem is further complicated by certain factors involved in many school situations. The fact that numerous schools are overcrowded places an additional burden on those persons responsible for providing a safe school environment. Moreover since safety education as such is relatively new in the field of general education some persons

may be apathetic toward its inclusion in the curriculum. For example, the recent innovation of driver education in the public schools drew criticism from both educators and lay persons. This criticism may have been due to the fact that many people hold to the traditional opinion that all education should take place only in the classroom. This attitude combined with the low pupil-teacher ratio—a bone of contention among some staff members—in this phase of safety education brought about a temporary hindrance to the development program of school driver education. However, the successful results of driver education, along with other phases of the school safety education program, have led to a realization by school and community organizations of the desirable and worth-while benefits which can accrue from this aspect of education.

The contribution which the school can make in terms of providing for the immediate, as well as the future safety of pupils, certainly should not be underestimated. The fact that a major part of the solution of the safety problem can be accomplished by the school is sufficient evidence that the schools should be given full and complete cooperation in this enterprise.

**Organization for Safety.**—It was mentioned previously that one of the purposes of the school in terms of safety is to provide for learning experiences in safety which will help pupils establish safety habits for the preservation of their well-being both in and out of school. The basic structure of the school safety program should be such that it will reach this objective in so far as possible.

While the superintendent of schools in most cases will be the final authority in all aspects of the safety program, the amount of direct responsibility he must assume will depend largely upon the school enrollment and the number of schools in the community. For example, a very large community may have the services of a safety supervisor or coordinator who spends full time in the administrative and supervisory aspects of the safety program. In many situations, however, the principal assumes all or a major part of the responsibility for the safety program of his school. Regardless of the size of the community it is perhaps wise to have the responsibility for the safety program centered with one individual. This should not be interpreted to mean that only one person should assume the responsibility for the safety of pupils. On the contrary, every school employee should be cognizant of his responsibilities with respect to those factors which contribute to the

safety of the school population. The point of concern here is that it becomes necessary for someone to coordinate and supervise the safety activities involved in the school system.

As in the case of health education, it is a customary procedure in many school systems to center the responsibility for the safety education program with the person in charge of physical education. A recent study of superior physical education personnel in charge of public school programs revealed that this practice took place in a reasonable number of cases. In large communities (over 50 000) 50 out of 78 or 64 per cent of the persons in charge of physical education also were delegated the responsibility of coordinating or supervising the safety education program. In medium sized communities (15 000 to 50 000) this situation prevailed in 26 out of 63 or 41 per cent of the cases. Small communities (under 15 000) showed 17 out of 35 or 48 per cent of the cases in this category. The practicability of this procedure is obvious when it is considered that physical educators are perhaps best qualified with respect to training and experience to supervise the safety program.

Regardless of who is charged with the responsibility for the safety program, that individual will have certain functions to perform. Dependent upon factors concerned with local conditions, the following list includes some of the generalized duties which may be required of the person in charge of the safety program.

- 1 Assist in the organization of a school safety council or committee and provide democratic leadership for this group.
- 2 Coordinate school safety activities with community agencies interested in safety, i.e. local law enforcement and fire protection departments, community safety council and other agencies.
- 3 Consult with teachers, administrators, parents and pupils on problems of safety.
- 4 Assist teachers in the development of the safety education curriculum.
- 5 Assist teachers in providing worthwhile safety learning experiences and the placement of these learning experiences at the proper grade levels.
- 6 Supervise an accident reporting system and utilize the data for purposes of providing a more adequate safety program.
- 7 Supervise and/or promote faculty interest in extra class activities pertaining to safety, such as Junior Safety Councils, Homeroom Safety Clubs and Bicycle Clubs.
- 8 Encourage faculty and other school employees to set an example of safety with respect to the school environment.



9. Apply those supervisory techniques which are likely to be most useful in improving the safety-learning situation.
10. Assist in a cooperative evaluation of the safety program.

Another factor of importance in the organization of the safety program concerns the manner in which the safety instruction aspects of the program are organized. The consideration involved in the type of organization for health instruction, discussed in the previous chapter, holds true largely for safety instruction. Similarly, the best programs of safety instruction result when someone is delegated the responsibility for the supervision of instruction of safety throughout all grades in the school system.

**Planning the Safety Education Curriculum.**—The factors which make up the basis of a well-planned health education curriculum might well be applied to the planning of the safety education curriculum. This is particularly true because the close relationship between health and safety is conducive to the combined teaching of the two subjects. In fact, in most existing conditions today this seems to be the most practical procedure to follow. While it is possible to teach health and safety in combination, there are certain specific factors which should be considered in planning the curriculum in safety education. The same basic factors as those for health education curriculum planning are considered here. However, there will be some differences in the implementation of these basic factors as indicated by the ensuing discussion. At the expense of repetition these factors are listed again for the purpose of continuity.

1. Definitely formulated objectives
2. Cooperation of all school personnel
3. Needs of pupils
4. Interests of pupils
5. Use of community resources
6. Varied activity
7. Grade placement of learning experiences
8. Scientific accuracy

**OBJECTIVES OF SAFETY INSTRUCTION** Succinctly stated, the primary purpose of safety instruction is to provide learning experiences which will help pupils form attitudes for the development of desirable safety practices in and out of school. The well-planned safety curriculum should be formulated on the basis of this purpose. In this

regard the supervisor can play an important part by interpreting philosophy and objectives of safety to other members of the staff

**COOPERATION OF SCHOOL PERSONNEL** One of the most important functions of the supervisor is the promotion of a wholesome attitude among staff members in those aspects of the school program concerned with safety. Moreover those persons responsible for building the safety curriculum must realize that pupils witness daily the violation of safety practices by adults. For this reason all persons connected with the school program and particularly those concerned with curriculum construction should exemplify the ultimate in safety attitudes and conduct.

As in the case of health education the attitude of the school administrator will in a large way influence the school safety program. A favorable attitude toward the teaching of safety is one that school administrators should not take lightly inasmuch as the final responsibility for the safety of pupils is likely to rest with them. When the administrator demonstrates his enthusiasm for safety education other staff members are more likely to have a favorable attitude toward it. Cooperative curriculum planning for safety can come about as a result of this as the teaching staff is likely to want to contribute something when desirable leadership is available.

**NEEDS OF PUPILS** As in other areas of curriculum construction it is of fundamental importance that the needs of pupils be taken into consideration in planning the safety education curriculum. Many of the immediate safety needs of pupils are reflected in the growth and developmental traits and characteristics which may be identified at the various grade levels. For example at certain age levels pupils by their very nature are possessed with an adventuresome spirit and this psychological need in the lives of pupils must be respected. Consequently safety curriculum planners should take into consideration ways to meet this need through a positive point of view in order not to place pupils in a position where they might feel that safety instruction presents a barrier with regard to their natural reactions.

Many general and specific needs may be determined from national and local statistics relating to accidents. The high rate of accidental deaths and injuries to the school population presents an abundance of data which can be satisfactorily used in curriculum planning. For example when the cause and extent of accidents in the local situation can be determined this material should be integrated into the safety

education curriculum to provide for learning experiences which will help to reduce the number of accidents.

**INTERESTS OF PUPILS.** It will be found generally that the safety interests of pupils may vary according to age level. For example, at certain ages some pupils appear to be interested in feats of daring which are not conducive to the safety of themselves and others. A case in point is the game of "chicken" engaged in by some teen-agers. Briefly, this activity consists of driving two automobiles at high speed directly at each other. The driver who deviates from the course at the final moment to avoid a head-on collision, acquires the appellation of "chicken." It becomes a question of whether or not the participants are actually interested in this suicidal game, or if they are attempting to meet a need which is not being fulfilled through normal channels. The basic need for security inherent to an extent in most individuals would seem to support the latter point of view. While reference to this procedure may present an extreme case, it must nevertheless be conceded that many school-age pupils may have interests in a variety of activities which might jeopardize their safety. This should not be interpreted to mean that pupils' interests should be disregarded in planning the safety education curriculum. If this were the case, many worth-while activities would have to be curtailed, in that there are relatively few life situations where some type of hazard does not exist. Furthermore, interests of pupils must be taken into consideration in safety education curriculum planning since a greater amount of learning is likely to take place where there is interest in the learning activities.

The point of concern here is that both needs and interests should be taken into consideration so that a proper balance may be provided. The supervisor and teachers should plan and work together to determine how safety interests of pupils can be combined into a curriculum which will also meet their needs. Moreover, it is the duty of the supervisor and teachers to stimulate interests which are commensurate with pupil needs. In this regard, it is interesting to note the results of a study of health interests conducted in Tulare County, California.<sup>4</sup> Out of 68 health interests, elementary school pupils ranked, "What causes automobile accidents?" fifty-fourth and, "What causes bicycle accidents?" fifty-eighth. With accidents the leading cause of death among the school-age population, curriculum planners in safety education are indeed obligated to think in terms of those activities which will stimulate interest with respect to accident prevention. A positive approach can

accomplish this to a certain extent as pupils are likely to rebel against nagging and preachment of safety rules which they feel are infringing on their natural reactions

**USE OF COMMUNITY RESOURCES** Most communities have a number of official and nonofficial agencies interested in the promotion of safety. Whenever possible school authorities should take advantage of all of the community resources which are compatible with the educational aims of the school. When a cooperative relationship exists between the school and those community agencies and organizations interested in safety the school safety education curriculum can be enhanced immeasurably. Also if the supervisor is given time to coordinate school and community safety activities much overlapping and duplication can be avoided. When the curriculum is planned the supervisor and others should explore ways in which community resources might be used to enrich the curriculum. Some possibilities in this connection are

- 1 Use of community and surrounding areas for field trips such as trips to the local police and fire departments
- 2 Use of municipal officers such as policemen and firemen as resource persons
- 3 Use of reports of the local Safety Council
- 4 Use of printed materials which are issued by local safety groups such as Safety Councils and Automobile Clubs
- 5 Determine the amount of safety education involved in youth organizations such as Boy Scouts Camp Fire Girls and others

**VARIED ACTIVITY** A well planned safety education curriculum needs to consider numerous kinds of learning activities to provide for individual differences of pupils at the various grade levels. While teachers will have certain goals with respect to safety concepts learning will be more likely to take place if pupils adopt these goals as their own. Because it takes a certain amount of repetition to impart adequate safety knowledge which will help pupils develop desirable safety practices this may be accomplished in part by varying the learning activities. In considering teaching methods and materials as a part of curriculum planning the supervisor and teachers might well consider the possibilities of the following in providing for worthwhile safety learning experiences

- 1 Reading materials
- 2 Demonstrations
- 3 Audio-visual aids
- 4 Dramatization

5. Posters
6. Field trips
7. Round-table and panel discussions
8. Resource persons

**GRADE PLACEMENT OF LEARNING EXPERIENCES.** In general, the grade placement of safety learning experiences should be based on needs, interests and ability of the group, as well as present safety responsibilities of the group. In local situations such factors as local and state requirements, local emergencies, and climatic variations may influence selection and grade placement of learning experiences.

There is an opportunity in safety education for suitable placement of learning experiences on a seasonal basis within given grade levels. For example, it may be advantageous to place emphasis on learning experiences in traffic safety for children in the early primary grades, since many of these pupils may be "on their own" in traffic for the first time. Similarly, learning experiences in home safety might be emphasized during the winter season because children may be more likely to spend more out-of-school time in the home because of inclement weather conditions.

The supervisor can plan with teachers in providing for the best placement of learning experiences by examining national and local accident rates with respect to the age levels as well as seasons, months, days of the week, and time of day when accidents are most prevalent.

**SCIENTIFIC ACCURACY.** Curriculum planners in safety education must be aware of the importance of scientific accuracy in providing learning experiences. Furthermore, certain concepts of safety must be implemented to the extent where they will be useful in providing the utmost in safety for pupils. For example, it may not be enough for a pupil to learn that he should cross the street at the intersection only when the light is green. In this case he has no protection from the driver who may violate the red signal. Consequently, this learning experience must be implemented to show that, while one should cross with the green light, he should also look both ways to be sure that there is no impending danger.

**Safety and the Learning Situation.**—In that the primary function of supervision is the improvement of the teacher-pupil learning situation, the supervisor should be familiar with safety factors which might detract from a favorable learning situation. In this respect, there

are perhaps many conditions related to safety which can contribute to a deficiency in learning. Certain undesirable elements related to learning may be inherent in the pupil while others may be centered in the pupil's environmental surroundings.

If one could completely analyze the web of environmental forces in which the pupil finds himself it is likely that some factors of safety and security might be the root of pupil disturbances. For example it is conceivable that a pupil might have certain fears which are expressed through lack of desire to engage in specific physical education activities. The basis for such fears might be related to a security need that has not been met.

Moreover, satisfactory learning may not take place with some pupils because of certain physiological and intellectual factors related to safety. An example of a physiological factor would be the case of a boy who has a vision impairment which might curtail his participation in a physical education activity. If he does not wear his glasses he is not fully protected because of his visual difficulty. On the other hand he may be able to wear a safety device which will lessen the possibility of accident. With respect to intellectual factors involved in the learning situation the psychological aspect of safety must be taken into consideration. It is interesting to note that many safety experts are of the opinion that a large number of accidents can be prevented. For example in the case of motor vehicle accidents it has been found that in a large majority of these accidents the mechanism of the machine has not been at fault. Consequently it would follow that the problem in this instance is largely concerned with the human element. Combinations of such mental attributes as attention, judgment, imagination and concentration along with others are important factors with respect to safety and learning.

The influence that safety measures have on the learning situation demands a reconsideration of the psychological principles of learning. It is now generally believed that learning takes place with reference to purposeful goals. Consequently the path to the attainment of such goals should perhaps be free from serious safety hazards which might be detrimental to learning. Furthermore contemporary thinking holds that there must be readiness for learning. The implication here would be that pupils should be placed in learning situations compatible with their maturity and ability levels. Physical educators and others who fail in this regard may be predisposing pupils to unnecessary safety hazards. These and other fundamental principles of learning must be given basic consideration by the supervisor and teachers if desirable learning is to

take place. As a result, the supervisor in his attempts to improve the learning situation must be ever on the alert to detect those safety hazards which are detracting from desirable learning.

**Safety Aspects of the Learning Situation in Physical Education.**—There are many aspects of safety which contribute to a desirable or undesirable learning situation in physical education. Since it has been found that approximately 40 per cent of school building accidents occur in physical education activity areas,<sup>8</sup> it becomes increasingly important that the supervisor assist teachers in making these areas safe for participation. In this connection, it might be well for the supervisor and teachers to consider certain recommended safety principles which involve (1) an understanding of the hazards involved in each activity, (2) the removal of unnecessary hazards, (3) compensating for those hazards which cannot be removed, and (4) creating no unnecessary hazards.<sup>9</sup>

After a careful analysis of those conditions which present safety hazards in each individual school, the supervisor can help teachers plan certain safety policies which will be useful in the improvement of the learning situation. It should be borne in mind here that there are a variety of natural hazards existing in many physical education activities. It may not be possible to remove all hazards simply because there might be loss of appeal for the activity. However, it should be possible to control activities and conditions surrounding them to the extent that injuries to pupils will be kept at a minimum.

The following list enumerates several generalized functions concerned with safety which the supervisor should take into consideration in the improvement of the physical education learning situation

1. Proper supervision of facilities and equipment.
2. Development of safety policies for pupils and teachers.
3. Development of proper leadership among teachers and pupil leaders
4. Classification of pupils by age and ability.
5. Periodic inspection of equipment and apparatus
6. The provision of nonslip surfaces for indoor areas
7. Outdoor play areas free from obstacles which might cause injury.
8. Sufficient lighting for physical education dressing rooms, locker rooms, and showers
9. Physical examinations for all participants in physical education
10. Development of a satisfactory accident-reporting program

- 11 Development of a list of contraindications (with aid of physician) for certain types of activities
- 12 Keep abreast of the latest safety practices and institute those adaptable to the local situation

**Supervisory Techniques for the Promotion of Safety**—Many of the supervisory techniques discussed at length elsewhere in the text may be applied to improve the learning situation in safety

**VISITATION** Most of the principles of visitation mentioned in Chapter VI can be applied to regular classes in safety education. With regard to the safety aspects of physical education the supervisor when he visits should watch for safety hazards which might detract from desirable learning. For example an inexperienced teacher might not be taking into consideration certain safety precautions in teaching an activity. When the supervisor notices this during a visit he might discuss it with the teacher in the post visitation conference. Also during visitation the supervisor should observe the condition of equipment and ask teachers what articles of equipment are in need of repair.

**MEETINGS AND CONFERENCES** In some cases it may be necessary for the supervisor to hold individual conferences with the teacher to discuss accidents which may have occurred in physical education classes. As far as group meetings are concerned such topics as teacher liability for pupil injuries and insurance and review of accident reports make for discussion which are worth while in improving the teaching learning situation.

**BULLETINS** This supervisory technique may be used for submitting notices on new types of safety devices and materials as well as notification on safety precautions to take in the use of new equipment.

**DEMONSTRATION** Demonstration of good safety teaching by the supervisor or a superior teacher can be an important factor in helping less experienced teachers develop a satisfactory attitude toward safety education. The supervisor can also use the technique of demonstration to show safety precautions to be taken in the use of certain pieces of equipment and apparatus.

**OTHER IN SERVICE AIDS** Along with the regular supervisory techniques there are other in service aids which should be helpful in the improvement of the learning situation. Some of these include (1) provision of recent safety reading materials (2) encouraging teachers to take extension or summer courses in safety education (3) in service



classes in first aid and safety in sports, (4) encouraging teachers to become aware of the functions of local community organizations concerned with safety, and (5) participation in safety workshops and clinics.

### Questions For Discussion

1. How can you differentiate between health and safety?
2. How much responsibility should the supervisor assume for the safety of pupils?
3. How would you as a supervisor inaugurate a safety program in your school?
4. How much responsibility should physical education teachers assume for the safety of their pupils?
5. What is the function of the supervisor in safety education curriculum planning?
6. How is safety related to the physical education learning situation?
7. To what extent should pupils' interests be taken into consideration in planning the safety education curriculum?
8. Why is scientific accuracy important in safety education?

### Suggested Class Activities

1. Write a brief summary on the problem of safety in the school physical education program.
2. Form a round-table group for the purpose of discussing safety and the learning situation.
3. Visit a physical education class for the purpose of observing existing safety hazards. Write a brief report on how conditions might be improved.
4. Compile a list of items in the form of a safety check list that you as a supervisor might use in evaluating the safety aspects of physical education facilities.
5. Form a committee and report to the remainder of the class on aspects of teacher liability for student injuries.

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## SUPERVISION IN THE EXTRA-CLASS PROGRAM

**Definition of Terms.**—Several terms have been used to designate physical education and recreational activities which are not a part of the regular class work. Among others, these terms include "extra-curricular," "extra-instructional," "co-curricular," "cooperational" and "extra-class." The specific term used to define these activities is likely to be governed largely by the philosophy of the school. When the curriculum is interpreted in the broad sense as consisting of all the experiences pupils receive under the guidance of the school, the term "extra-curricular" places these experiences outside the realm of the school curriculum. Paradoxically, the term "extra-curricular" currently seems to have the most widespread usage even with many who regard the curriculum in the broad sense.

The term "extra-instructional" pertains most often to all of the duties in which teachers engage in addition to teaching. Some of these functions include, among others, discipline and management of pupils, records and reports, and sponsorship of a variety of extra-class activities. Since this term is so broad, it does not appear to be a satisfactory one to describe those physical education and recreational activities which are not a part of the regular class work.

The terms "co-curricular" and "cooperational" may have come into use for the purpose of eventually eliminating the term "extra-curricular," the idea being that the former terminology makes for a closer relationship with class activities.

As far as the physical education program is concerned, the term "extra-class" seems most descriptive of these activities. The basis for this lies in the fact that a large majority of these activities, in theory at least, should have their foundation in regular physical education classes. In other words, many of the extra-class activities might well serve as a laboratory for the further development and enhancement of learning which has previously taken place in physical education classes.

**Development and Status of Extra Class Activities in Physical Education**—In addition to the regular school program activities of various kinds were introduced early in the history of American public schools. The original faculty attitude of indifference eventually changed to one of opposition and resistance. The reason for this may have been due to the fact that such high esteem was placed on academic subject matter with little regard for the learner. As educators became more aware of the nature of the learner the recognition of extra class activities as a contribution in meeting pupil needs became more widespread.

At certain stages of the development of physical education in the public schools extra class activities as such were relegated to a place of minor importance. For example immediately preceding and during the early stages of World War II the great amount of emphasis which some schools placed on the physical conditioning of boys for military service shunted some of the extra class activities—especially those of a co recreational nature—into the background.

Other factors such as the questioning of educational values of certain phases of the extra class program have caused concern in some quarters. For instance, the manner in which the interscholastic athletic program is carried on in some communities has prompted many people to look askance upon this activity in terms of its educational worth. Although there are cases where interscholastic athletics have succumbed to exploitation and financial expedience the whole extra-class program of physical education should not be unjustly criticized on the basis of a few isolated aspects of the program. On the contrary, it may be wise to re evaluate the entire extra-class program on the basis of its educational aims and objectives. This factor presents a challenge to supervisors of physical education in terms of capitalizing on the worth while learning experiences which can take place through the extra class program in the modern school.

**Scope of the Extra Class Program**—Physical education and recreational aspects of the extra-class program have grown during recent years. A study of the literature reflects this to a certain extent when it is found that personnel in charge of public school physical education programs at the various community population levels spend on the average 15 per cent of their time discharging duties related to extra class activities. In terms of hours per week this would amount to approximately eight hours. It should be kept in mind that this figure represents the average amount of time spent and that it will fluctuate in

accordance with the local situation. If the amount of time spent on extra-class activities can serve as a valid criterion, the range and extent of this phase of the program is readily discerned.

The fact that extra-class activities in physical education might be expected to undergo still greater expansion is evidenced by the stamp of importance which public school physical educational personnel place on duties associated with these activities. Table XI presents a composite average rating for *importance* which personnel in charge of public school physical education programs at the various community population levels place on functions which pertain to certain of the extra-class activities.

TABLE XI

RANK ORDER OF IMPORTANCE OF EXTRA-CLASS DUTIES RATED BY PERSONNEL IN CHARGE OF PUBLIC SCHOOL PHYSICAL EDUCATION PROGRAMS

(Point values of the ratings are 5 00—extreme importance; 4 00—considerable importance; 3 00—moderate importance; 2 00—some importance; 1 00—little or no importance).

DUTY	RATING
1. Supervise or conduct intramural program	4 47
2. Coach interscholastic teams	4 13
3. Supervise or conduct co-recreational program	3 86
4. Direct special events such as play days, demonstrations, exhibits, parades, etc.	3 63
5. Attend school camps and assist with programs	3 22

The previous discussion has been pointed in the direction of the trend that might be expected with regard to the expansion of extra-class activities. This has been indicated in terms of the amount of time spent and the degree of importance placed on these activities. However, these factors alone should not necessarily be accepted as the sole basis for the future growth of the extra-class program. A more important factor in contemplating the future growth of these activities lies in the fact that the extra-class program has almost unlimited possibilities for desirable learning experiences. The impact of this statement is more fully realized when it is considered that participation in extra-class activities is left to the pupil's own volition.

**Need for Supervision in the Extra Class Program**—There are a variety of existing conditions which contribute to the need for the provision of guidance for teachers who are selected as sponsors coaches and advisers for certain extra-class activities in physical education. One of the prominent factors which points up the need for supervision in this area is concerned with professional preparation. Many times there is little opportunity for prospective teachers to gain experience in this type of work. It is true that some of them may have been participants in extra class activities in their own student days but this in itself is not always sufficient to qualify a teacher as a sponsor or a coach of a public school extra class activity. What is needed is actual experience in this area in student teaching situations and this is not always possible due to circumstances beyond the control of some teacher training institutions. When the possibility for actual experience does exist—through student teaching field work or other laboratory experiences—it is extremely important that attempts be made to help the prospective teacher understand how the extra-class activities can evolve from the regular class work. However, in actual practice far too many teachers may look upon the extra class program or at least certain phases of it as being divorced from physical education class activity. Herein lies a definite need for supervision. In other words the supervisor can become a highly important functionary in helping teachers to see these activities as outgrowths of physical education class activities in terms of continuous contributions to educational objectives. Consequently if proper supervision is provided there appears to be a likelihood that some of the questionable educational values associated with certain extra-class activities might eventually be eliminated.

The need and extent of supervision is likely to vary in the different areas of the extra class program in physical education. Some of the ways in which the supervisor can be of help to teachers in specific areas of the extra class program will be dealt with under the appropriate headings in the ensuing discussion.

**Intramurals**—There have been relatively few attempts to arrive at a standardization of terminology with regard to various features of the intramural program. One hears such terms as athletics sports and activities modified by the term intramural. While at first glance, it may appear unimportant to attempt to differentiate between these terms it may become essential when discussing intramurals at the various grade levels. When the terms intramural sports or intramural

athletics are used they take on the meaning of competitive intramurals. On the other hand, when the term "intramural activities" is used one is perhaps more likely to think of intramurals as being of a less competitive nature. For this reason it may be questionable to refer to intramural athletics or intramural sports in connection with the elementary school level. In view of this fact some educators prefer to consider this phase of the elementary school program as "after school" or "recreational" activities. When intramural terminology is delimited in this manner it may be easier for the supervisor to interpret the philosophy and objectives of intramurals to teachers throughout all grade levels.

The extent to which teachers will need assistance in conducting intramural programs will depend largely upon their interest, training, and experience. A wide variation exists with respect to professional preparation in intramurals. For example, some teacher-training institutions devote an entire course to intramurals as part of the work of physical education major students. In other instances, this subject may be taken up as part of other courses, while in some cases the subject may be given little or no consideration in professional preparation. By and large, it may be expected, in most instances, that special teachers of physical education will have had some training in the theory of intramurals. However, this is seldom likely to be the case with classroom teachers. Consequently, the extent of supervision needed will be governed in a large measure by the individual differences in teachers' backgrounds. In addition, everyone connected with the intramural program will perhaps need a certain amount of assistance in adapting the program to local conditions.

The following list suggests various ways in which the supervisor may be able to render assistance to staff members who are connected with this phase of the extra-class program.

1. Interpret philosophy and objectives of intramurals
2. Work with teachers in preliminary planning, organization, and administration.
3. Assist in the organization of competitive units
4. Help teachers to classify pupils for the purpose of equating the competitive units
5. Assist teachers in adapting the intramural program to local conditions on the basis of facilities, equipment and time available for activities
6. Assist teachers with the selection of desirable intramural activities for the various grade levels.

- 7 Help teachers devise a point system award system and other incentives
- 8 Work with teachers in establishing rules and regulations
- 9 Assist in scheduling activities
- 10 Work with teachers to provide a plan for financing and promoting the program
- 11 Devise a plan for evaluating the program

Experience has shown that the best results are likely to accrue when the supervisor, staff members and pupils work together on a cooperative basis in factors concerned with organizational and administrative aspects of the program

**Interscholastic Athletics**—In a majority of cases local school athletic programs may look to state athletic or activity associations for guidance in regulating the control of interscholastic athletics. Most states devise rules and regulations for the protection of athletes of the member schools. This is accomplished in part by such procedures as limiting the number of contests, providing state insurance and benefit plans, and approving athletic officials.

The type of athletic organization at the local community level will depend upon the size of the community, school population and the number of schools in the community sponsoring interscholastic athletic teams. In very small communities the superintendent may be the direct supervisor of the athletic program. In other communities this responsibility may be delegated to the school principal. In this regard it may be said that the principal should assume the same responsibility for interscholastic athletics as he does for all other aspects of the educational program in his school.

While the final responsibility will fall to the superintendent of schools, in many instances supervisory aspects of athletics will be delegated to other school personnel. For example a faculty athletic manager, athletic director, coach or supervisor of physical education may have major charge of the athletic program. All of these individuals along with others, sometimes make up the personnel of the school athletic committee or council. If the supervisor of physical education is not in complete charge of the athletic program in the same way that he supervises other phases of the physical education program, he should at least act as a member of the school athletic committee or council. Forsythe places strong emphasis on this point by stating that



"Where there are two or more high schools in a city, the supervisor of physical and health education for the school system should be a member of the athletic council of each of the high schools. He may be a very valuable member. At least he may represent the superintendent of schools and see that the latter is kept informed of matters that should come to his attention. The supervisor also may aid in helping to keep the athletic policies and procedures of all the schools in one system more nearly uniform. Moreover, the supervisor usually is a man of considerable athletic and physical education experience and should be decidedly valuable counsel."

Two recent studies give some indication of the place the supervisor of physical education should occupy with respect to the athletic program. Lindeburg<sup>8</sup>, in a survey of organization and operation of supervision of physical education for boys in large secondary school systems in California, found that 11 out of 15 supervisors had the responsibility of supervising the high school interscholastic athletic program. In Schoenfeld's study<sup>9</sup> of county administrative and supervisory practices in physical education, the following question was asked, "Should the administration of the inter-school athletic program be a part of the responsibility of the county supervisor of physical education?" The percentage of affirmative responses from various experts in the field were as follows:

1. Physical Educators	93.8 per cent
2. Health Educators	91.7 per cent
3. State Directors of Physical Education	85.7 per cent
4. Education Supervision Experts	57.1 per cent

In a recent study it was found that noncoaching physical education specialists in charge of public school physical education programs in the community population level of 50,000 and over had certain responsibilities in the interscholastic athletic program. The following list indicates the rank order of frequency of performance of these duties

1. Serve on athletic committee
2. Schedule contests for athletic teams
3. Make preparations for interscholastic contests, including preparation of facilities, advertising, etc.
4. Prepare budget and receipt of expenditures of athletic teams
5. Prepare list of approved officials
6. Check eligibility of athletes
7. Prepare contracts for athletic contests

8. Handle ticket sales and gate receipts for athletic teams
9. Arrange for transportation for athletic teams
10. Develop a plan for the classification of athletes
11. Arrange for excuses for athletes from game participation

In addition to the functions of an administrative nature performed by the supervisor of physical education in connection with interscholastic athletics, he may also make contributions related to the learning situation. One of his foremost functions in this respect may be in the direction of interpreting objectives of athletics as they relate to educational aims.

All of those factors which contribute to desirable learning should be stressed in the athletic program as well as in other areas of physical education. Consequently, the supervisor should assume much the same relationship with coaches of athletic teams as with other staff members in the improvement of the learning situation. The implementation of this theory presents a definite challenge to the supervisor of physical education in those communities where the main emphasis is placed on winning teams.

**Corecreation.**—The point of view is taken here that the major emphasis placed on corecreational activities should be of an extra-class nature. This is based on the desirability of segregation of boys and girls for physical education activities because of differences in physical skills, strength, and interests in these activities. While boys and girls may participate naturally in physical education in the primary grades, the consensus of opinion would tend to indicate segregation of the sexes beyond the third grade level whenever this is possible. This should not be interpreted to mean that boys and girls beyond the third grade cannot or should not participate together in certain kinds of activities of mutual interest. However, since most schools have a limited time allotment for physical education, it is doubtful that too much of the time should be taken for coeducational physical education. For example, if a school has only two class periods weekly it does not seem advisable to hold regular coeducational classes since boys and girls both would have less opportunity to develop skills in those activities recommended for each of the sexes. This being the case, it would perhaps be wise for the supervisor and teachers to concentrate on extra-class recreational activities.

It is highly important that the supervisor be familiar with those activities which are best adapted to corecreation. It is questionable

whether activities should be used where boys and girls engage in direct competition to pit their skills against each other. For example, Kretchmar<sup>3</sup> found in a recent study of college coeducational physical education that such activities as volleyball and handball were not highly desirable corecreational activities. On the other hand, it was indicated that social dancing, folk dancing, archery, horseback riding, hiking, ice skating, roller skating, golf, bowling, and swimming were regarded as "very suitable."

One of the most important functions of the supervisor in the co-recreation program is likely to be concerned with coordination between the boys' and girls' departments. Some male physical educators are apathetic toward the program. Conversely, most women physical educators have a great zeal for it. This factor makes for difficulty in coordination in some situations.

It has been found that the best corecreation programs exist where the supervisor, and men and women staff members, along with pupils, formulate a committee for promotion of the program. As a member of this committee the supervisor should be in a good position to assist with problems involving cooperative relationships, best use of facilities and time allotment, and classification of activities.

**Special Events.**—Activities such as play days, sports days and field days may be conveniently classified as special events. Many of these types of activities were instituted by college women physical educators to take the place of inter-school sports competition. Originally, play day activities consisted of a group of girls from different colleges meeting together for the purpose of engaging in a variety of sports. In recent years these activities have been used with success in some areas of the country at the elementary and secondary school levels, and in some cases boys as well as girls have taken part.

In places where the play day type of activity is carried on, it is a general practice to schedule one such event annually, although some schools may have two or more during the year. In that play days are not widely used throughout the year, the assistance which the supervisor can give to teachers will perhaps be primarily concerned with the organizational and administrative aspects of a one-day program. The supervisor can render aid to teachers in such phases of the program as (1) preliminary planning for successful operation of the program, (2) helping teachers to plan the most suitable activities for the various age groups, and (3) proper classification of participants

It is also desirable for the supervisor to hold a subsequent meeting with teachers for the purpose of evaluating the program

**School Camping**—School camping and outdoor experiences are relatively new in public school education. However there are indications that these activities can expect a more rapid growth in the future. Until recent years camping has primarily been a function of organizations outside the public schools. Such groups as the Boy Scouts, Girl Scouts, Campfire Girls, YMCA and YWCA along with others have sponsored camping as a summer activity. In addition numerous private camps have been in operation for a number of years.

Estimates indicate that about five per cent of the school age population has had some kind of camping experience. It has been postulated that these experiences can (1) help to bring about re-examination of current curriculum practices, (2) provide a natural and realistic environment for learning and (3) develop in simple direct fashion the practices of democratic living. When one considers the many educational values to be gained through camping and other outdoor experiences it is little wonder that some educators are taking an increasing interest in this area in terms of providing these experiences for all pupils. For example John W. Studebaker, former United States Commissioner of Education has predicted that by 1960 schools may well include camping as an essential part of the year round program. In fact, he has recommended that schools consider the possibility of spending one fourth of the funds allocated for regular school buildings for school camps. He has further recommended a school year of twelve months' duration with a part of this time being devoted to camping experience.

With the current trend of increased emphasis and interest in camping as a function of the school there arises the necessity for placing the responsibility for this activity with those persons best qualified to do the job. In the absence of sufficient personnel trained specifically in this field it appears that physical educators will continue to be called upon to help with the many aspects of camping. While physical education personnel in general may seem best qualified to assume places of responsibility in school camping there are some who feel that this procedure presents definite problems. For example it is felt in some cases that physical educators may look upon camping only as a means of moving the physical education activity program to the camping site. It is for this reason that some persons hold that physical education

might have a tendency to over-emphasize physical education activities to the neglect of the total child. This may be due to the physical educator's lack of training in the philosophy of camping and in special campcraft techniques. In spite of this the services of physical educators have been enlisted in many school systems where camping programs are in operation.

Because there are many worth-while learning opportunities in camping, the competent supervisor of physical education can help to enhance the learning situation through a variety of supervisory techniques. In addition, in view of the supervisor's training and experience he can be of assistance in many of the problems concerned with organization and administration.

If school camping continues to gain in popularity it is quite likely that more colleges will make a greater effort to provide the type of training which will give the teacher a broad background in general education along with experiences in the areas of science, health education, guidance and counseling, conservation, recreation, and campcraft. Although some teacher-training institutions include this type of preparation it is not widespread at the present time. However, there are some opportunities in this area for in-service education such as workshops and extension courses in recreation and conservation, and other areas related to camping.

**Recess.**—The recess period has long been a tradition in the elementary school. Some schools have eliminated the recess period and used this time for an organized program of physical education. In other instances the recess period has been retained as a supplement to the regular physical education class period.

Recess may be devoted to supervised free play activities or it may be used as a laboratory period for perpetuation of those activities carried on in the regular physical education classes. In any event the supervisor is in a position to give assistance to teachers so that the best results may accrue from the recess period. The supervisor should help in any way possible to provide for recess periods conducive to wholesome participation. He may contribute to a worth-while recess period by cooperatively planning with teachers in phases of the program pertaining to (1) scheduling of play activities; (2) rotation of teacher supervision of the playground areas; (3) methods of organizing activities for the various grade levels, and (4) planning best use of the play areas for all pupils.

**Supervisory Techniques in Extra-Class Activities.**—Many of the supervisory techniques discussed in other chapters of this volume are applicable for improvement of the extra-class program. However, due to the nature of extra-class activities in physical education there are certain of the techniques which appear most useful in improving the program. For example, experience has shown that intervisitation, individual and group conferences, and bulletins have a wide range of application in various aspects of the extra-class program. The technique of intervisitation is particularly useful when a school is planning to introduce a new extra class activity and staff members want to survey procedures used in other schools.

Because of the many organizational and administrative factors surrounding extra-class activities, bulletins and individual and group conferences can do much to improve existing programs. Bulletins can be used to channel information with respect to program planning, scheduling, and specifications and regulations for certain activities. Individual and group conferences can contribute largely to more effective planning of extra-class activities as well as provide a means of teacher supervisor evaluation of this phase of the physical education program.

### Questions for Discussion

1. How do you account for the recent expansion of extra class activities in physical education?
2. In what ways can the supervisor contribute to the organizational aspects of the intramural programs?
3. Why is it important that the supervisor be a member of the interscholastic athletic council?
4. What contributions can the supervisor make to the corecreation program?
5. Why has physical education personnel been called upon to assume certain responsibilities in school camping?

### Suggested Class Activities

1. Write a brief summary on the current status of extra-class activities in physical education.
2. Present a committee report on the need for supervision in extra-class activities.
3. Form a panel discussion group for the purpose of discussing the place of the supervisor of physical education in the interscholastic athletic program.
4. Form a committee to make plans for a one-day special events program.

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## COMMUNITY RELATIONS AND SUPERVISION

### **School and Community Relationships in Physical Education**

—The idea of the necessity for good school-community relationships is not new. However in recent years rapidly changing patterns in our culture have increased community interest and activity. As a consequence the problem of school community relationships has become somewhat more complicated than has been the case in the past.

If a community is to be effective in contributing to democratic living school officials and citizens of the community should perhaps accept the responsibility to integrate the agencies within the community which are related to physical education, health education and recreation. In other words all persons involved in any way either with the school or community agencies must pool their resources for the best interests and welfare of all of the children and youth within the community.

There are numerous ways in which school and community relationships in certain phases of physical education can be effected. In general these might be classified into the following broad categories:

- 1 Community use of the school plant
- 2 School use of community resources
- 3 Relationship with cooperating community agencies
- 4 Relationship with commercial organizations

**COMMUNITY USE OF THE SCHOOL PLANT** In large numbers of cases schools are recognizing the importance of community use of school facilities. This is particularly true in many small communities where the school offers practically the only available facilities for sports and recreation.

The use of school physical education facilities by community groups has two noteworthy aspects. First it helps to meet some of the recreational needs of people in the community. Second members of the community using the facilities are more likely to develop an apprecia-



tion of the program in general, and also of the school's needs in physical education. As a consequence, the school's requests for improved or new physical education facilities is likely to receive more widespread attention.

**SCHOOL USE OF COMMUNITY RESOURCES.** It has been mentioned previously that the supervisor of physical education should explore all existing community resources in order to provide for the best possible program. When good school and community relationships exist this becomes a relatively easy procedure. Consequently, when there is community use of the school physical education facilities a reciprocal arrangement can be established.

Frequently there may be physical education and recreation facilities in the community which are idle during school hours. When these facilities are near the school the alert supervisor of physical education will investigate their possible use for the school program. For example, a nearby community center or Y.M.C.A. may have a swimming pool which can be used by the school at certain periods during the day. Likewise, municipal outdoor areas in the form of play fields have been used to good advantage for school physical education activities when desirable relationships exist between community and school officials.

**RELATIONSHIP WITH COOPERATING COMMUNITY AGENCIES.** While the greatest responsibility for the growth and development of pupils rests with the schools, there are many other public and private agencies which are in a position to accept some of this responsibility. Some of these agencies include, among others, the Young Men's Christian Association, Young Women's Christian Association, Girl Scouts, Boy Scouts, community centers, settlement houses, church organizations, service clubs, fraternal groups, and numerous municipal organizations.

In order to avoid unnecessary duplication and overlapping of the work of the school and outside agencies it is essential that there be some sort of coordination. This is especially true because in a majority of cases the school and outside agencies have much the same objective in view.

It appears that school officials should assume the leadership necessary in establishing cooperative relationships with the outside agencies. This procedure is recommended since all, or at least a very large majority of the pupils, will be taking part in the school physical education program. In this respect the supervisor of physical education seems to be in an ideal position to initiate desirable relationships with

other agencies which provide physical education and recreation programs for children and youth. In communities where a good relationship is present it has been found that most of the agencies are willing to cooperate with the supervisor of physical education and other school officials to give optimum service to pupils.

**RELATIONSHIP WITH COMMERCIAL ORGANIZATIONS** It is not uncommon for school physical education departments to come in contact with local commercial organizations. While the nature of these contacts may vary it is essential that a cooperative relationship be established between commercial groups and the department of physical education.

It is highly important that requests from commercial organizations be evaluated with respect to the manner in which they may ultimately benefit the pupils. When commercial groups within the community request the cooperation of the school in sponsoring an activity the motives for sponsorship should be explored. If it can be shown that the best interests and welfare of the children and youth of the community are paramount the school is not only justified but obligated to render wholehearted cooperation. This is particularly true when the activity in question is within the realm of the physical education objectives of the school. On the other hand if a commercial organization wishes to sponsor an activity for purposes of self gain and propaganda pupils should certainly not be used as the medium for such exploitation. When the supervisor acts in the capacity of an agent for the school physical education department it is evident that he must use tact and discretion in evaluating requests and recommendations made by commercial organizations. This is imperative so that the school will not fall victim to undesirable public relations.

Another factor sometimes concerned with wholesome relationships with community commercial organizations pertains to the purchase of physical education equipment and supplies. In this regard local dealers should be taken into consideration when the procurement of new equipment and supplies is contemplated. If it is the responsibility of the supervisor to recommend school needs with respect to equipment and supplies it may be desirable for him to make these needs known to local dealers. If they can meet the needs as specified they should be given every opportunity to do so. While the efficacy and diplomacy of this plan is readily apparent there have been cases where schools have gained the enmity of local commercial organizations by failing to follow this procedure.

**The Place of the Supervisor in Community Relations.**—Acceptance of school policies by the citizens of the community is essential if the needs of boys and girls are to be met to the fullest extent. A competent supervisor will accept the responsibility for establishing and developing relationships with people in the community so that the end result will be an improved program of physical education. There are several ways in which this can be accomplished.

The supervisor himself should be properly adjusted to the community. Because he will be called on many times to perform a variety of community functions, it will be necessary for him to establish certain desirable contacts in the best interests of community relations and the welfare of pupils. This may mean that he will hold active membership in some of the local organizations, or at least contribute to them in the most desirable way when called upon to do so.

It also seems advisable that the supervisor help teachers make a proper adjustment to the community, in order to contribute to greater job satisfaction. In the case of new teachers it may be well for the supervisor to help them to find suitable living quarters. Also he can inform new teachers with respect to such community conditions as the socioeconomic level, racial and religious groups, plan of community government, and other factors concerned with the general community social background. Information such as this might well contribute to the difference between success and failure on the new job. In other words, when teachers are properly informed with respect to the community background they may avoid some unnecessary pitfalls that could be encountered if this knowledge is withheld. The supervisor should also recognize contributions of teachers to the community, and he should make these contributions known through the proper channels.

In addition to the importance of the human relations involving the supervisor and staff in community relationships, there is the necessity for the supervisor to know the community. When he has a sufficient knowledge of the community and surrounding area, program planning and curriculum development is facilitated. As a consequence, needs of children and youth in the community are more likely to be met through the school physical education program.

A somewhat thorough knowledge of the community may be gained through the survey technique. The extent of detail and comprehensiveness of a community survey should be governed by the size of the community. However, in order to receive the benefit of all community re-

sources some type of survey might well be undertaken by the supervisor teachers and pupils

The supervisor and other members of the staff should recognize that they are citizens of the community in which they live. As such it should be expected that they perform those functions required of worthwhile community citizens. Inasmuch as the supervisor and teachers are likely to exert a substantial influence on the future lives of pupils it is all the more important that they attempt to set an example with respect to good citizenship.

**Some Community Functions Performed by Personnel In Charge of Public School Physical Education Programs**—It may be recalled that a recent study identified numerous community functions engaged in by personnel in charge of public school physical education programs. These functions were composed into a generalized list in Chapter V. This list is reproduced in this chapter and delineated in tabular form to indicate frequency of performance, degree of difficulty and degree of importance of these functions. A study of Tables XII, XIII and XIV should give a clearer insight into the significance of certain community duties which the supervisor of physical education may be called upon to perform.

A composite rating of all community population levels indicates the importance of the function, provide a plan for public relations for your department. Similarly the ratings attest to the difficulty involved in the performance of this function.

The modern concept of public relations goes far beyond publicity or merely keeping the public informed about the activities of the school. In reality public relations involves a congruous understanding and relationship between the public schools and the various public groups which make up the population at all levels: local, state and national.

**Organizing for Public Relations in Physical Education**—Although the superintendent of schools may have the ultimate responsibility for public relations for the entire school system, the supervisor of physical education is likely to be a key figure with regard to the public relations aspect of his department. It does not seem necessary nor feasible in all cases to have a highly organized and intricate plan for public relations. However, it is essential that the supervisor exercise a degree of organized leadership in the best interests of the schools in meeting the needs of pupils through good public relations.











TABLE XIV  
DEGREE OF IMPORTANCE OF COMMUNITY FUNCTIONS AS RATED BY SUPERIOR PUBLIC SCHOOLS  
PHYSICAL EDUCATORS

[illegible]



It might be well for the supervisor to convey the idea to staff members that they are all a part of the public relations team. This can be done in part through such supervisory techniques as conferences and bulletins. This type of cooperative organization is likely to make staff members feel that they have a definite responsibility as far as public relations of the department are concerned. This plan also presents a more or less protective advantage for all staff members. This is important in those instances where some individuals have fallen victim to unjustified circumstances which may have resulted in poor public relations.

**Principles of Public Relations.**—If the supervisor of physical education is to assume any part of the responsibility for public relations, it is essential that he operate on a basis of sound and valid principles. It might be well for him to enlist the cooperation of other staff members in selecting these guides for action.

While principles of public relations may be somewhat general in nature, it seems advisable that a set of principles be devised which are peculiar to the field of education. In this connection, the following set of school public relations principles set forth in the *Twenty-Eighth Yearbook of the American Association of School Administrators*<sup>1</sup> are worthy of note.

1. **SCHOOL PUBLIC RELATIONS MUST BE HONEST IN INTENT AND EXECUTION.** This is undeniably so, for by the very nature of public relations the character of its effort is on display for critical examination by numerous publics. Any misrepresentation carries not only the burden of its own lost opportunity to inform, but the doubled penalty of eventual public censure and wrath.
2. **SCHOOL PUBLIC RELATIONS MUST BE INTRINSIC.** This principle means that the public relations value of the educational program itself is the proper basis for the school public relations effort.
3. **SCHOOL PUBLIC RELATIONS MUST BE CONTINUOUS.** A continuing stimulus produces a more highly predictable and stronger response than an intermittent or random stimulus.
4. **SCHOOL PUBLIC RELATIONS MUST BE POSITIVE IN APPROACH.** Negative statements should be studiously avoided in dealing with school publics. Denials usually are wasted breath. Statements regarding what the schools are not doing generally are misguided and should always give way to a positive statement of what the schools are doing.

- 5 **SCHOOL PUBLIC RELATIONS SHOULD BE COMPREHENSIVE.** School public relations should be broad and varied—broad in the sense that no phase of the school program is ignored and no segment of the staff excluded, varied in that no possible medium of contact with any public shall be missed
- 6 **SCHOOL PUBLIC RELATIONS SHOULD BE SENSITIVE TO ITS PUBLICS.** School public relations should be a two way process. Too many educators have assumed that the purpose of public relations is 'to sell the public their ideas. They have ignored the attitudes, opinions, drives, and desires of the public itself
- 7 **THE IDEAS COMMUNICATED MUST BE SIMPLE.** He who would tell an effective story to his publics must study not only the meaning but the emotional connotation of words. He must be content to use words which mean essentially the same thing to most people. These are the simple words

Although the principles mentioned above are concerned primarily with public relations in the entire school program, they are also applicable in a general way to the physical education program. However, it seems advisable also that the supervisor have a working set of principles pointed specifically toward public relations in physical education. The following list represents a tentative set of such principles which were reported by Davis<sup>1</sup> at a recent national physical education meeting

- 1 A clear understanding of the purpose(s) of a department and its program and a firm belief in this purpose is fundamental to a Public Relations program.
- 2 The department and its program must have something to offer which is potentially interesting or valuable to a given public if that public is to be influenced
- 3 Techniques or devices suitable for influencing a given public must be used with skill by a department and its representatives
- 4 The effective influencing of a given public includes planning as well as confidence, tact, patience, and awareness
- 5 Any departmental program of Public Relations must agree with institutional policies
- 6 Information regarding the work of a department should be disseminated continuously and reliably

7. Impartial, cooperative relationships should be established and maintained with the common avenues of public relations, such as press, radio, television and the like.
8. A department should have at least one staff member who can write a reasonably effective news story.
9. The department head should consider his annual report as an avenue of Public Relations and plan accordingly.
10. An institution's faculty members and students should be made acquainted with and occasionally reminded of the values, major purposes, and program of the department of Physical Education.
11. Members of the department should participate in appropriate institutional, civic, and neighborhood activities.
12. Members of the department should actively support and participate in appropriate professional activities and organizations
13. Evaluation and marking of a student's efforts should be considered as one potential phase of public relations with students, their advisors, and parents
14. Agents of a departmental program of Public Relations should recognize the subtle yet powerful part played by attitudes in influencing people and act accordingly.
15. The results of a Public Relations program should be ascertained continually by the department head and made known to appropriate persons.
16. Examples of poor Public Relations and ways of avoiding such should be a part of the in-service training of all employees and staff members of a department.
17. Public Relations emphases should be made in accordance with need, interest, and value to the public being reached.
18. Each avenue of Public Relations should be used, appropriate as to time and the selected public.
19. Each person concerned with a department's program of Public Relations should understand that frequently the weight of influence of the *personal* is far in excess of the *impersonal*. (Thus, a clerk in a telephone conversation or over the office counter is often a more powerful agent than a superior program or a good press).

While these principles pertain specifically to public relations in physical education it should be kept in mind that all of them may not be applicable in all situations. For this reason they should perhaps be used as a rough guide and as mentioned previously the supervisor and teachers should rely chiefly on rules for action which are adaptable at the local community level.

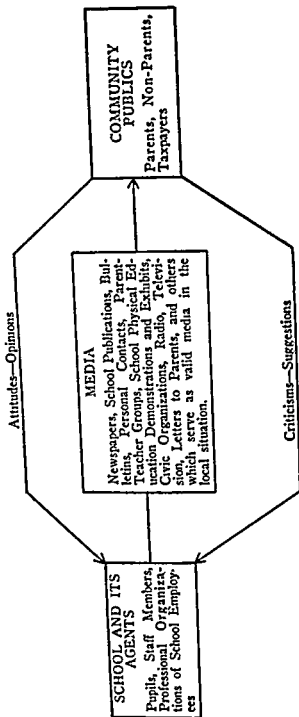
**Agents and Media for Public Relations in Physical Education**—In the field of public relations agents refer to the human element individual or group through which aspects of the physical education program reach the various publics. Among the most important agents are the pupils staff members and professional organizations of school employees. Media are concerned more with the materials or techniques used to establish good public relations. These include among others (1) school and community newspapers and other printed matter (2) physical education demonstrations exhibits and festivals (3) radio and television (4) personal contacts and (5) civic organizations.

In general the agents provide the impetus for implementation of sound public relations through all of the available valid media in establishing relationships with a variety of publics. The publics may be conveniently classified into the three broad categories of parents non parents and taxpayers. Naturally there will be a certain amount of overlapping among these broad categories.

It can be readily discerned that public relations becomes a two-way course. For instance attitudes opinions criticisms and suggestions are apt to be reflected by one or more publics with respect to their feelings about the physical education program. Figure 17 illustrates some of the points set forth in this discussion.

**Evaluating Public Relations**—Evaluation should be considered an essential aspect of public relations in physical education and if possible some systematic means of appraisal should be undertaken. The competent supervisor of physical education will be aware of the fact that the school program is continually being appraised by the various publics. For this reason he should capitalize on those opportunities which place him in a position to confer with individual citizens and groups in the community. This procedure should help the supervisor evaluate public relations on a continuous basis. Although this procedure is subjective progress is being made in evaluating public rela-

**Figure 17**  
**PUBLIC RELATIONS IN PHYSICAL EDUCATION**



tions in physical education on a more or less objective basis. In this connection, a set of standards has been developed by Esslinger. These standards have been further validated and developed into the following Public Relations Score Card,\* which might be used by the supervisor as a rough guide for a more objective evaluation. The best possible score equals thirty points.

1. The director cooperates fully with the person responsible for publicity in the school system  
(Cooperates occasionally—1, supplies materials when requested—2, cultivates publicity director and supplies him continuously with publicity material—3)
2. The director, himself, in all his contacts with students, parents, faculty, administrators, and with local citizens, develops favorable attitudes toward physical education  
(Develops mildly favorable attitudes—1, develops moderately favorable attitudes—2, develops strongly favorable attitudes—3)
3. Impartial, cooperative, straightforward, and honest relationships are established and maintained with local newspaper reporters  
(Relationships have been established with some reporters—1; impartial, cooperative, straightforward, and honest relationships have been established with some local reporters—2, impartial, cooperative, straight-forward and honest relationships have been established with all local reporters—3)
4. The director is sensitive to the importance of favorable publicity and is always alert to prevent the development of unfavorable publicity and to make the most of favorable publicity  
(The director is occasionally interested in the public relations publicity—1; frequently interested—2; constantly interested—3)
5. School newspaper reporters are accorded the same respect, privileges and treatment as the local newspaper reporters.  
(Occasionally—1; frequently—2; always—3)
6. The director functions as a friendly, helpful guide in the public relations process; a co-worker whose time is at the disposal of his staff.  
(The program is administered autocratically—1; the director has a limited conception of his function—2,



an excellent spirit of cooperation exists between the director and his staff—3.)

7. The school newspaper, magazine and school annual are utilized to the fullest extent to disseminate information concerning the activities of the physical education department.

(Are occasionally used—1; are frequently used—2; are always used—3.)

8. The activity program, teaching methods and administrative policies develop enthusiastic attitudes toward physical education among all students.

(Favorable attitudes are developed among some students—1; enthusiastic attitudes are developed among many students—2; enthusiastic attitudes are developed among all students—3.)

9. The director renders an annual report in which outstanding accomplishments of the year and needed improvements are indicated

(A superficial report is rendered every other year or at less frequent intervals—1; a thorough, effective report is submitted every other year—2; a thorough effective report is rendered every year—3.)

10. An effective program to interpret physical education within the school itself, i.e., school board, administrators, faculty, etc., is conducted.

(Sporadic efforts are made to interpret physical education within the school—1; intermittent efforts to interpret physical education within are made—2; a continuous program to interpret physical education within the school is conducted—3.)

### Questions for Discussion

1. What is the current status of school and community relationships in physical education?
2. What initiative should the supervisor take in the relationship with cooperating community agencies?
3. What is the responsibility of the supervisor in establishing wholesome community relations?
4. If you were a newly appointed supervisor of physical education how would you organize your department for public relations?
5. Why is it necessary for the supervisor to base his public relations on sound principles?
6. How would you as a supervisor evaluate public relations?

## Suggested Class Activities

- 1 Write a brief summary on the community use of the school physical education facilities.
- 2 Present a panel discussion on the supervisor's relationships with local commercial organizations
- 3 Analyze the most difficult duties in Table VIII and present a round table discussion on why these duties are difficult to perform
- 4 Devise a list of the outstanding physical education public relation agents and media in a community with which you are familiar

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## EVALUATION OF SUPERVISION

**The Meaning of Evaluation.**—The term "evaluation," derived from the French word "evaluer," means in a purely literal sense, "to estimate or place a value on." When applied to education, evaluation becomes a means of determining the extent to which educational objectives are being accomplished.

This application might well be made with reference to evaluation of supervision. In other words, evaluation in supervision proposes to place a value on the outcomes which might be expected of supervision. Since the primary function of supervision is concerned with factors involved in the improvement of the teacher-pupil learning situation, measures should be taken to determine the extent to which these outcomes are reached. In this regard, it seems necessary to distinguish between the terms "measurement" and "evaluation." In general, evaluation should consider the total scope of a subject under consideration. An evaluation may be made (1) in terms of objectives; (2) in terms of data collected; and (3) in terms of the significance of the data collected. The term "measurement" will perhaps be primarily confined to the second item above, i.e., "in terms of data collected." Measurement is concerned with the quantitative aspect and accurate data must be collected in order to arrive at a valid measurement.

Herein lies one of the difficult problems in the evaluation of supervision. For example, if one wishes to evaluate the various supervisory techniques in terms of their effectiveness in ultimately improving the learning situation, it follows that some means of valid measurement should be used. However, while measurement may help provide a better means of evaluation, it may not always be possible to secure accurate and objective measuring devices. Therefore, it is not possible to rely upon measurement alone in the evaluation of supervision. Consequently, because of its complex nature, it may be necessary to use many devices—subjective as well as objective—in the evaluation of supervision.

In addition to having a full understanding of the meaning of evaluation it is essential that the supervisor and teachers agree on the basic objectives of supervision. Until this is effected there is likely to be doubt as to what products should be identified when an attempt is made to evaluate supervision.

**The Need for Evaluation**—The need for evaluation of supervision is obvious when one considers the fact that improvement of the learning situation may depend largely on effective supervision. If supervision is to be a progressive worth while process in the total development of children and youth we must go a step further than merely setting up objectives with methods of realizing these objectives. Objectives make for purposeful goals while methods provide ways for the possible attainment of these goals. Some supervisory programs past and present have stopped at this point without making some attempt to determine the effectiveness of supervision in reaching the desired objectives.

Undesirable supervisory procedures must be eliminated. Conversely, worthwhile supervisory procedures should be preserved and new procedures formulated so that objectives may be more fully realized. Unless supervisory practices are submitted to constant evaluation progress in supervision is not likely to be attained. On the other hand a periodic check on supervisory effectiveness can bring about improvement if the evaluation is used as a basis for the formulation of new procedures.

**Changing Concepts in Evaluation of Supervision**—The modern concept of supervision has brought with it a change in thinking with respect to the evaluation of supervision. Evaluation in the inspectional era of supervision was primarily concerned with the rating of teachers. This was based in part on what administrators felt were desirable qualities for teacher success. Theoretically rating results were supposed to be placed in the hands of teachers but this did not occur in all cases. Consequently many teachers were not only deprived of the rating results but in some cases they did not have a full understanding and knowledge of those qualities and traits upon which they were rated. The fallacy of this procedure is readily seen because the teacher would be likely to have little knowledge of the factors which were instrumental in effecting improvement.

A more modern concept of the evaluation of supervision points in the direction of evaluating the total teacher pupil learning situation. In

other words, it reflects the modern idea that supervision should be a pupil-centered function rather than a teacher-centered function. It is difficult to say exactly the extent to which this concept has been accepted in physical education. However, according to a recent study, superior supervisors of physical education place little value on the procedure of "rating teachers with a rating scale." It was found that supervisors who employed this technique did so on an infrequent basis. Furthermore, they felt that this procedure was of relatively little importance in comparison with other functions in which they engaged. Moreover, the fact that a great deal of difficulty was encountered in the performance of this activity perhaps shows the need for a more valid method of evaluation.

It seems essential that current processes in the evaluation of supervision should emphasize the cooperative aspect. While there does not appear to be a widespread trend in this direction, modern evaluation philosophy would seem to indicate that we may be on the threshold of such a trend. This is indicated by the fact that modern supervision stresses the importance of cooperation and the application of democratic principles as valid criteria for success in improving the learning situation.

**Criteria for Evaluation of Supervision.**—Since the primary purpose of supervision is the improvement of the teacher-pupil learning situation, criteria for evaluation of supervision should be established with this consideration in mind. This means that valid criteria for evaluating the effectiveness of supervision may be derived from any of the factors concerned with the learning situation. The two broad categories of staff personnel and program provide a sound basis for establishing criteria for evaluation. In consideration of these two broad classifications the following partial list of criteria is submitted for use as a guide in determining the effectiveness of supervision.

1. Do the teachers enjoy teaching?
2. Do the teachers have a genuine professional enthusiasm for teaching?
3. Do teachers have an interest in analyzing their own problems?
4. Do teachers have the opportunity to exercise resourcefulness and ingenuity?
5. Are teachers interested in contributing to group morale?
6. Does the supervisor have an understanding of the application of democratic principles in his relationships with staff members?

- 7 Are supervisory techniques compatible with the school philosophy and objectives?
- 8 Is the application of supervisory techniques based on democratic principles?
- 9 Are the supervisory techniques applied to the local situation in such a way that full advantage is realized?
- 10 Is the philosophy of the physical education program sound and realistic?
- 11 Has the physical education curriculum been constructed on a cooperative basis?
- 12 Is the physical education curriculum based on the needs and interests of pupils?
- 13 Is there evidence of sound program organization and planning?
- 14 Are methods and teaching procedures compatible with the best known valid current practices?

**Methods of Evaluating Supervision**—It has been expressed previously that evaluation of supervision should be concerned with the total teacher pupil learning situation. This means that activities of staff members, the quality of supervisory leadership and the physical education program should be subjected to evaluation in order to arrive at a valid estimate of the worth of supervision.

Although it might perhaps be desirable to provide for objective methods of evaluation in entirety, this is not always feasible. Consequently, much of the evaluation of supervision must be subjective in nature. However, in some instances it may be possible to reduce subjective evaluations to a more or less objective basis. This would be possible in employing the judgments of teachers with respect to their thoughts on the usefulness of some of the supervisory techniques. Also the supervisor and teachers could use this method by cooperatively devising check lists for self analysis.

The following list suggests methods of evaluating supervision in terms of staff action and supervisor teachers relationships.

- 1 The supervisor might keep a log or diary of his own activities to determine where his time is being spent and how effective these activities are in helping teachers.
- 2 A self analysis check list could be devised by teachers with respect to those factors which are intended to improve the learning situation.
- 3 The teachers in conferences with the supervisor could estimate the value of supervisory techniques in terms of contributions to improvement of learning.

4. Teachers might be asked to record specific instances in which they felt that a certain supervisory technique was helpful to them.
5. Through continuous observation the supervisor should be able to determine to a certain extent the effectiveness of some of the supervisory techniques. This might be reflected partly in the interest and general morale of teachers.

Although supervision works through teachers, the pupils should be the ultimate beneficiaries. Consequently, the effectiveness of supervision in improving the learning situation could also be determined through evaluation of the physical education program. This may be carried out in a number of ways. The evaluation may be undertaken by the staff with groups or committees working on different aspects of the program. In some cases outside consultants may be invited to participate in evaluation. Another approach to program evaluation is to have an outside group in the form of an evaluating committee come to the school to make an evaluation upon which future recommendations might be based. The merit in this plan lies in the fact that it is possible for regular staff members to become so close to their own programs that they might not realize their weaknesses. Experience with all of the evaluative procedures set forth in this discussion have been found to be useful in certain specific situations. An experience is presented here as an example.

A supervisor of physical education in the public schools experimented with the use of an evaluating committee for the purpose of program evaluation with the idea in mind of ultimately improving the teacher-pupil learning situation. The following discussion should give the reader an idea of the procedures involved in this type of evaluation as well as the advantages to be gained in using such a procedure.

The preliminary planning for this particular approach to evaluation consists of a number of fundamental considerations. The foremost factor of importance is concerned with staff cooperation in the evaluation. In this respect, it seems advisable to call a staff meeting to explain the purpose of the evaluation and to obtain the cooperation of teachers, particularly those who will participate directly.

The next step involves selection of the best possible evaluating committee, and this, of course, will be determined largely by the number of available qualified personnel in the adjacent vicinity. The number of persons on the committee may be dependent upon the type of program to be evaluated. In the example discussed here the program

was one which took place entirely in the regular class-room due to lack of other indoor facilities. For this reason it was necessary to keep the committee small because most of the available space was used for activity.

After the personnel of the evaluating committee has been formulated and has accepted the invitation to evaluate the program there remains the necessity for furnishing the committee with essential information. This should be done a few days in advance to give the committee an opportunity to study important features about the school and its physical educational program. General information, a statement of philosophy and objectives, and program standards should be submitted to the committee members. In addition, a schedule for the evaluation should be sent to committee personnel. The following schedule was used for the sample evaluation in this discussion.

#### SCHEDULE FOR EVALUATION

- 9 00 A.M. Meeting of Committee at the Board of Education Room at the High School
- 9 15 9 45 Tour through Center Elementary School
- 9 45 10 15 Observation of First Grade Class taught by Miss W. Miss W. has taught for seven years and her training consists of 5 semester hours of physical and health education. Her first experience in teaching physical education was in this program last year. Her class enrollment is 28 and the desks are the movable type.
- 10 15 10 45 Observation of First Grade Class taught by Miss M. Miss M. has taught for 25 years and has had no training in physical education. Her class enrollment is 34 and her room has tables and chairs.
- 10 45 11 15 Observation of Second Grade Class taught by Miss H. Miss H. has taught for 25 years. Her training consists of 5 semester hours of health education. Her class enrollment is 36 and the desks are of the stationary type.
- 11.30-12 45 Luncheon at the High School Cafeteria. Committee members, Mr G., Superintendent of Schools, Miss R., General Elementary Supervisor, Miss D., Principal of Center School and Mr H., Supervisor of Physical Education.
- 1 15 1 45 Observation of Third Grade Class taught by Mrs. S. Mrs. S. has taught for 18 years and has had no training in physical education. Last year was her first experience in teaching physical education. Her class enrollment is 41 and the desks are the stationary type.
- 1 45 2 15 Observation of Fourth Grade Class taught by Miss B. Miss B. has taught 6 years. She has had 5 semester hours in health and physical education, and her first experience in teaching physical education was last year. Her class enrollment is 38 and the desks are the stationary type.



- 2 15 2 45 Observation of combination Fifth and Sixth Grade Class taught by Mrs J Mrs J has taught 20 years and has 5 semester hours of health and physical education She has taught physical education for six years three of which were in a rural school Her class enrollment is 36 and the seats are the movable type
- 3 00 P M Meeting of Evaluating Committee and Staff

The supervisor and principal should be on hand to greet evaluation committee members when they arrive It may also be well to hold an informal gathering of the supervisor, principal, teachers, and the committee before the evaluation proceeds

The procedures outlined in the previous discussion were used in the sample evaluation reported here and were found to be most successful The following is a complete report of the evaluating committee

EVALUATION OF THE PROGRAM  
OF ELEMENTARY PHYSICAL EDUCATION  
CENTER ELEMENTARY SCHOOL

# I CRITERIA FOR EVALUATION

- 1 Children's response manifested in
  - a Enjoyment
  - b Progress in skill
  - c Initiative
  - d Leadership and followership
  - e Interest
- 2 Organization and planning evident in
  - a Classification of children for participation in activity
  - b Provision for maximum pupil participation
  - c Selection of activities on basis of children's ability and past experience
  - d Use of class time
  - e Adapting play activities to available space
- 3 Methods and teaching procedures used in
  - a Presentation of activities so as to meet the children's abilities
  - b Demonstration of activities
  - c Encouragement of pupil responsibility
  - d Management of class in routine matters
- 4 Environment in terms of
  - a Space available
  - b Heat ventilation decoration

## II COMMENTS

## 1 Children's response

- a Enthusiasm of children and whole hearted cooperative attitude of class room teachers was particularly noteworthy
- b Progress was being made in development of skill.
- c Everyone entered into activities
- d Good sportsmanship and friendly cooperation were evident
- e Interest was maintained at a high point

## 2 Organization and planning

- a Separating girls and boys in fifth and sixth grades for some activities was a good idea
- b Everyone participated in activities
- c Activities were age suited and of interesting variety
- d Ingenuity of supervisor and teachers has been utilized to the utmost in providing a variety of activity within the realm of safety
- e Program content material has been adjusted in keeping with the limitations of available facilities
- f All available space was used
- g Little time was wasted in preparing rooms for physical activities Ease and speed in moving desks chairs and piano were very commendable
- h. No confusion was evident in getting supplies because materials are kept in one place

## 3 Methods and teaching procedures

## a First Grade—Miss W

## (1) Animal Mimetics

Children who performed the stunt correctly may be asked to demonstrate for others All may then strive to reach higher standards

## (2) Singing Games

The teacher's participation when the game was introduced and her withdrawal to let the children carry on were good The use of a puppet to establish the correct starting pitch is suggested.

## (3) Posture

It is good to have children posture conscious at an early age

## b First Grade—Miss M

## (1) Three Deep

To have one child count off for the entire group was a good idea. As a further progression, and to save time would it be possible to form a double circle without the necessity of numbering?

## (2) Evaluation

More evaluation with the entire group would be of value. A child who performs correctly may demonstrate for others.

## (3) Chart

The chart seemed too difficult for children of this age, but the work was well done. It provided a good opportunity for developing a physical education vocabulary.

## c. Second Grade—Miss H.

## (1) Relays

Perhaps it would help prevent accidents if fouls were checked more closely. The winning rows may find value in playing against each other. Having the child step to the front to throw the beanbag to the first person seemed a good idea.

## (2) Group work

Why not record findings aloud? Time is wasted and interest may be lost if the entire group cannot participate.

## d. Third Grade—Mrs. S

## (1) Simon Says

It was a good idea for the teacher to introduce the activity and then withdraw from the game to let the children carry on.

## (2) All-Up Relay

Having the children discuss the problems of the game first was a good plan.

## (3) Musical Chairs

Why not go up and down aisles to avoid crowding and confusion?

## e. Fourth Grade—Miss B.

Establishing definite standards before evaluating performance so that children will know what to look for would help to stimulate interest. In the evaluation period specific points may then be discussed more understandingly.

## f. Fifth and Sixth Grades—Mrs. J.

## (1) Throwing and Catching

The activity was well handled.

## (2) Segregation of boys and girls

Having some activities in which boys worked with boys and girls with girls was a sound practice. Some provision for activity by segregated groups is necessary if needs of both sexes are to be met, and their own abilities are to be challenged.

## III. CONCLUSIONS

## 1. Philosophy and Objectives

Both are educationally sound and very clear and realistic.

## 2. Facilities

Limited in many respects due to conditions of space, ventilation, and general adaptability. However, the Supervisor and his staff are making the most of these limitations, and are adjusting program content material to existing conditions. They have used great ingenuity in providing a wide variety of activity within the boundaries of safety.

## 3 Equipment

All equipment was well cared for and seemingly adequate for the activities possible under the limited facilities

## 4 Personnel

Excellent spirit and noteworthy enthusiasm in spite of the fact that none of them had much experience other than an in service training program. Their sincere willingness to assume their share of responsibility in making the program a meaningful and worth while undertaking for all concerned is most commendable

## 5 Program Content

Generally speaking because of the facilities program content must necessarily be limited whenever the activities are conducted indoors. The outdoor program naturally will compensate for the indoor limitations. The activities demonstrated showed them to be age suited and of an interesting variety

## 6 General Remarks

The enthusiasm of the children and the whole hearted cooperation of the teachers were particularly praise-worthy. The supervisor and his staff are to be commended for their part in pioneering this type of program in spite of many limitations. All of the teaching staff are better classroom and academic teachers because of this sharing experience with their pupils in the physical education program. It is indeed interesting to speculate on what an excellent job these teachers would perform were they given an opportunity to teach their activities under conditions which would provide adequate facilities now that they have overcome many handicaps under limited facilities

## IV RECOMMENDATIONS

- 1 Would it not be considered essential from the standpoint of safety for everyone to wear gymnasium shoes?

Letters to parents are suggested as a means of soliciting home support. Gymnasium shoes may be placed in bags which may be hung on hangers in the cloakroom or placed in cupboards

- 2 Should not all activities be analyzed to determine safety factors involved, and should not these factors be incorporated in the standards established as correct form?

Safety should be approached affirmatively not negatively and should add to rather than detract from the interest in the activity. It is wise to avoid all needless risks which no amount of skill can overcome

- 3 Should glasses be removed before participating in vigorous activity?
- 4 Should the need for movable school desks instead of the fixed type be brought to the attention of school authorities?
- 5 Would it be possible to enclose the glass light reflectors with wire basket shields to prevent a serious accident should a light be hit by a beanbag or ball?

- 6 Should the floor be treated with some dust binder material to counteract the dust problem, yet not make the floor more slippery or hazardous?
- 7 Should the custodial help be augmented to bring the building sanitation to an acceptable standard for health?
- 8 Since temperatures in classrooms varied between 76° and 80°, does the heating plant require some changes?
- 9 Should movable objects be kept out of narrow passages to prevent their being obstacles to safe exit in case of emergency?
- 10 Is a whistle necessary in the classroom? Why not use a raise of the hand to call the class to attention?
- 11 Until such time as adequate permanent facilities may be provided, would an auxiliary building of the portable type which may be used for physical education by all classes solve many problems? The building could also be used during the lunch periods and recess on inclement days whenever it was not being used for organized physical education classes.
- 12 Could an interest be stimulated among teachers to include more rhythmic activities in the program as one means of correlating the areas of music and physical education to augment the present program of activities and to provide a more balanced program?

Copies of this final report were distributed to school officials, and other staff members as well as to teachers of the participating school. The report was analyzed on a cooperative basis and those factors concerned both directly and indirectly with the learning situation were considered in program improvement.

**Following Up Evaluation**—Regardless of the method used in evaluating supervision the important factor is that the results be used to best advantage. All persons concerned should familiarize themselves with the results of the evaluation so that positive steps may be taken to effect improvement. It goes without saying that evaluation results should not be a signal for complete alteration of the program. On the other hand the best plan of action would appear to be one in which improvement would be effected within a reasonable period of time. When this procedure is followed it is more likely that desirable practices will be retained or modified and that undesirable practices will be eliminated as the occasion demands.

### **Questions for Discussion**

- 1 With regard to supervision, how do you distinguish between measurement and evaluation?
- 2 Why is there a need for evaluation of supervision?
- 3 Why do supervisors encounter difficulty in rating teachers with a rating scale?

- 4 Upon what basis should criteria for the evaluation of supervision be established?
- 5 What action would you as a supervisor take after an evaluation of your program has been made?

### Suggested Class Activities

- 1 Interview a supervisor for the purpose of finding out what methods he uses in evaluating supervision
- 2 Devise a check list for teacher self evaluation
- 3 Devise a rating scale for use of teachers in evaluating supervision
- 4 Write a brief critical report on the sample evaluation procedure presented in this chapter
- 5 Form a committee and set up an evaluating committee agenda for a one-day evaluation

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